SIMPLY

NEW 2020 format

B1 Preliminary for Schools

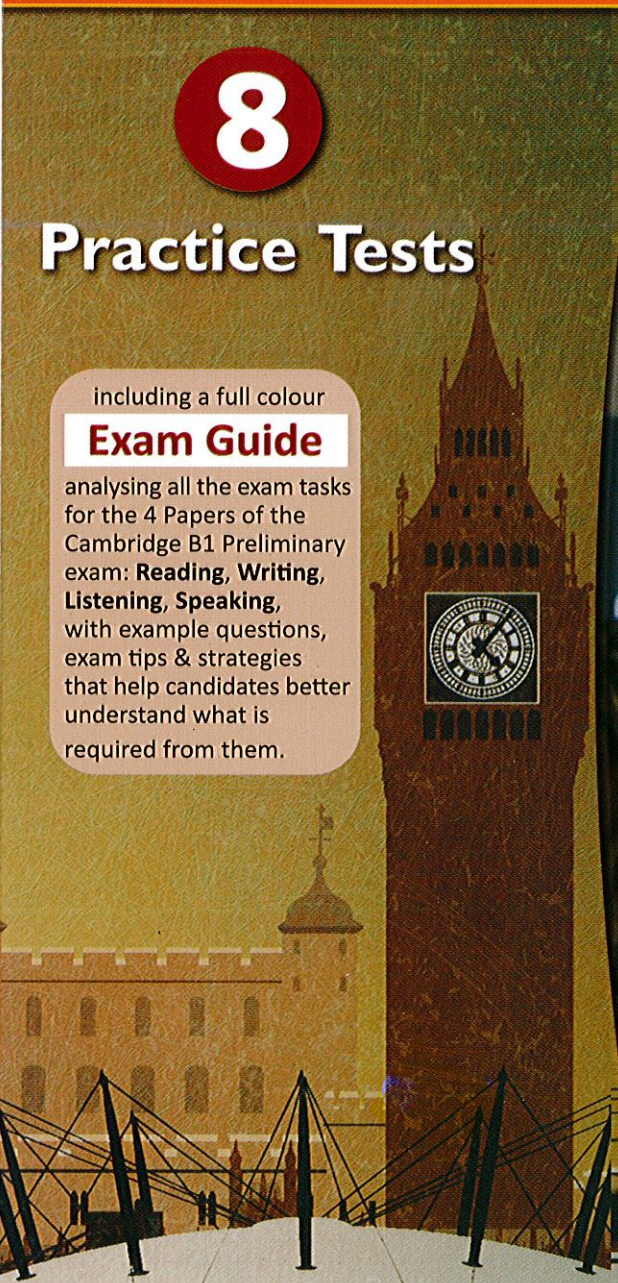
8

Practice Tests

including a full colour

Exam Guide

analysing all the exam tasks for the 4 Papers of the Cambridge B1 Preliminary exam: **Reading**, **Writing**, **Listening**, **Speaking**, with example questions, exam tips & strategies that help candidates better understand what is required from them.



Test 1 is accompanied by **Exam Tips** for each task of the B1 Preliminary exam!

QR Codes for the Listening paper for audio streaming

Play audio

complete Practice Tests for the **B1 Preliminary** *for Schools* ***Revised Exam 2020***

STUDENT'S BOOK

Andrew Betsis
Lawrence Mamas

GLOBAL ELT

GlobalELT

SiMPLY

NEW 2020 format

B1 Preliminary *for Schools*

8

Practice Tests

including a full colour

Exam Guide

analysing all the exam tasks for the 4 Papers of the Cambridge B1 Preliminary exam: **Reading, Writing, Listening, Speaking,** with example questions, exam tips & strategies that help candidates better understand what is required from them.

Test 1 is accompanied by **Exam Tips** for each task of the B1 Preliminary exam!

QR Codes for the Listening paper for audio streaming

Play audio

complete Practice Tests for the **B1 Preliminary** *for Schools* ***Revised Exam 2020***

Andrew Betsis
Lawrence Mamas

GLOBAL ELT

Simply B1 Preliminary for Schools

8 complete Practice Tests

The ***B1 Preliminary (PET) for Schools*** is an intermediate level exam, at Level B1 of the Council of Europe's Common European Framework of Reference for Languages (CEFR).

It tests whether candidates are able to read simple texts and articles, write simple personal letters, make notes or understand everyday dialogues or monologues.

CONTENTS

B1 Preliminary for Schools (PET) **Exam Guide** *for the Revised Exam from 2020*	Page 3
Practice Test 1 with Tips and Guidance	Page 24
Practice Test 2	Page 38
Practice Test 3	Page 52
Practice Test 4	Page 66
Practice Test 5	Page 80
Practice Test 6	Page 94
Practice Test 7	Page 108
Practice Test 8	Page 122
Paper 4: Speaking Tutor ***for Practice Tests 1-4***	Page 135
Paper 4: Speaking ***8 Speaking Practice Tests***	Page 143
B1 Preliminary for Schools (PET) *Revised Exam Format from 2020*	Page 176

Published by GLOBAL ELT LTD
www.globalelt.co.uk
email: orders@globalelt.co.uk
Copyright © **GLOBAL ELT LTD, 2019**

Andrew Betsis and Lawrence Mamas
Contributors: Linda Lethem, Maria Windsor, Deborah Cotterell, Pierre Stapley, Marianna Georgopoulou and Varvara Valianatou

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission in writing of the Publisher. Any person who does any unauthorised act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

Every effort has been made to trace the copyright holders and we apologise in advance for any unintentional omission.
We will be happy to insert the appropriate acknowledgements in any subsequent editions.

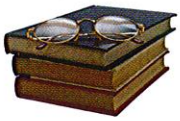
The authors and publishers wish to acknowledge the following use of material: 123RF for the photos used in the Exam guide, the Practice Tests & the Speaking section.

- Simply B1 Preliminary for Schools - Student's book - ISBN: 9781781646373
- Simply B1 Preliminary for Schools - Overprinted Edition with answers - ISBN: 9781781646380

GlobalELT

SiMPLY
B1 Preliminary
for Schools
Exam Guide

READING Part One



What is the task?

You will have 5 questions, each of which consists of one short text of between 15-30 words. The texts may be from notices and signs, packaging information, notes, emails, cards, text messages, postcards or websites.
Beside each text are 3 sentences, options A, B and C. You need to choose which one describes what is said in the text.

What you need to do

Read the text for each question. As you are reading a text, first decide who or what the subject of the text is. Pay special attention when extra information about the subject is given, like age or age groups. Then decide what event, situation or activity is being described and how this affects the subject. Note any extra information given about these things; for example, details like dates or times.

Let's practise!

Look at the text. Think about **a)** who the notice is for **b)** what action the notice requires **c)** who is responsible for the notice **d)** why they wrote it.

> **Wanted**
> *Saturday assistant for shop in town centre for the summer. Students preferred. Experience not essential. For details and an application form, contact Maggie Smith on 0212 4453403.*

Answers to the above questions are: **a)** students **b)** to apply for a job and ask for details **c)** Maggie Smith **d)** to find a shop assistant for Saturdays in the summer.
Tip: Look at the important words in the notice.
Hint: Key words: *Saturday assistant, shop, summer students, experience, details, application form, Maggie Smith.*
Think about what is said about each of these things - *e.g. Who can be a Saturday assistant? Why is a shop mentioned?*

Now decide if the statements are **T** (**True**) or **F** (**False**).

1. You must be a student to apply for the job. ____
2. The job is a permanent position. ____
3. To apply for the position, you don't need experience. ____
4. Anyone interested in the job should ring for an interview. ____
5. You can collect application forms from Maggie Smith. ____

Answers

1. **False** as the notice says 'students preferred'; however, it is not necessary to be a student.
2. **False** as the job is only 'for the summer '.
3. **True** as experience is 'not essential'.
4. **False** as anyone interested in the job should ring Maggie Smith 'for more details' and 'an application form' rather than to arrange an interview.
5. **False** as those interested in the job are asked to contact Maggie Smith to ***be sent*** an application form, rather than collecting one from her.

EXAM PRACTICE

Below is a text with questions. This is like an exam task, with options **A**, **B** and **C** for each question, rather than True/False answers which you had previously.
Before you answer these questions, find the ***key words*** and decide why are they mentioned.

Tip: Be careful, as incorrect options may appear to be correct.

When different ***dates*** are mentioned, make sure you know which dates refer to what event/activity *e.g. (in the example) what will happen on June 9th and what will take place on June 1st?*
Also, when different ***places*** are mentioned be careful not to confuse what events will happen at each place e.g. *(in the example) a gym and the secretary's office are mentioned.* Think about what will happen in each place.

> **Bring and Buy Sale**
> Millfield School will have a sale on Saturday, June 9th, to raise money for a new gym. Please bring items for sale to the secretary's office by June 1st.

Question 1

A. The sale will take place in the new gym.
B. Items for sale should be left in the secretary's office.
C. Millfield School wants to buy items to sell.

Question 2

A. Items for the sale will be sold on June 1st.
B. Sale items will be collected between June 1st and June 9th.
C. The sale will take place on June 9th.

Answers

Question 1

Answer **A** is incorrect as the sale is to raise money for the gym, but the sale won't take place in the gym.
Answer **B** is **correct** as the notice tells people to 'bring items for sale to the secretary's office'.
Answer **C** is incorrect as 'items for sale' are wanted and there is no mention of the school paying for these items.

Question 2

Answer **A** is incorrect as people are asked to bring sale items to the secretary's office 'by June 1st' but the sale itself will be on Saturday June 9th.
Answer **B** is incorrect as items will be collected at the secretary's office until June 1st or 'by June 1st'.
Answer **C** is **correct** as 'Millfield School will have a sale on Saturday, June 9th.

READING Part Two

What is the task?

You are given a ***topic***, (e.g places, activities) and a ***subject group*** (e.g students, teenagers etc.). You are then given a task which asks you to match people in the subject group to information connected to the topic e.g an activity/ place etc.
Following this are descriptions of 5 different people (about 35 words each) in questions 6-10. The descriptions include things like personality, likes/dislikes, particular skills and interests of each person.
These descriptions should be matched to five of the eight short texts (A-H) that follow (about 55 words each) all with the same theme as discussed at the beginning of the task.
You need to **match** each person with a description.
There are 3 extra descriptions that do not match.

What you need to do

First, read through the descriptions of the different people. As you do this, think about how this information is connected to the theme of paragraphs A-E. If, for instance, the theme is about different types of holiday, then look for information in texts 6-10 about each person's interests and holiday preferences. Try to find ***key words*** that will help you to match the descriptions of people with the correct short text.

Let's practise!

Below are descriptions of 3 people and 5 different holidays. The task is to match a person with the holiday that would suit them best.

People

1. Harry *is very shy and would like to make new friends. He likes travelling alone and wants to see new places but he doesn't have much money to spend on accommodation.*

2. Diana *loves meeting people. She would like to share her holiday experience with other people and to see as many new places as possible. Diana hates cooking and loves travelling in luxury.*

3. Dave *wants to go on holiday with his wife and two young children. He wants somewhere his children can play and be looked after. He can afford somewhere a bit more expensive but dislikes spending money on eating out.*

Holidays - Key words

photography, playing a musical instrument, art (sculpture), doing quizzes, model making, dancing, camping, cookery

A. Mediterranean Cruise

Travel around the sunny Mediterranean in style! Enjoy all-inclusive meals on board ship and entertainment in the evenings. On sunny days, walk on the large outside decks and join in our daily social activities. We offer keep-fit and relaxation classes, as well as classes in art and languages to keep you interested!

B. All-inclusive resort

Enjoy the sun and sea and not having to cook any of your own meals! Our resort hotel has everything you need for fun in the sun. We have a large heated outdoor swimming pool, a restaurant, a bar and friendly staff. For children, there is a recreation area with organised games in the afternoon.

C. Hostel holidays

Stay in good, modern accommodation. Rooms are shared and meals can be provided extra at a reasonable cost. A good place to stay if you want to see many places but don't want to spend too much on somewhere to stay.

Hint: Find the words in the description of each person that give a clue as to what type of holiday they like. You need to look at words that describe *character*, *interests* and *holiday preferences*. Then, look at the main text and find the key words that describe each holiday and anything that suggests the type of person that would like them.

KEY WORDS

People
Harry: shy, new friends, likes travelling alone, wants to see new places, not much money for accommodation
Diana: loves meeting people, share experience, new places, hates cooking, loves luxury
Dave: with wife, two young children, wants children to be looked after, somewhere expensive, dislikes eating out

Holidays

A. Mediterranean Cruise
Travel in style, all-inclusive meals, social activities, classes

B. All-inclusive resort
not have to cook, everything you need, children, recreation area, organised games

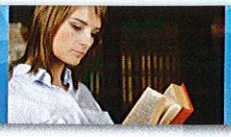
C. Hostel holidays
good, modern accommodation, rooms shared and meals extra, see many places, don't spend too much on somewhere to stay.

Answers

Harry: Holiday C is the **correct** answer as shared rooms means that Harry will be able to make new friends. Also, the accommodation is cheap, as it is for people who 'don't want to spend too much on somewhere to stay' and the hostel is located somewhere where you can visit 'many places'; so this holiday provides everything that Harry wants.

Holiday A is incorrect, as although the holiday offers 'social activities' and Harry wants 'to make new friends' this holiday is probably expensive as it allows people to travel 'in style' and is on a cruise ship. This wouldn't suit Harry who 'doesn't have much money to spend on accommodation' and who 'likes travelling alone'.

Holiday B is also incorrect, as the text does not mention price or social activities or the possibility of travelling, which is unlikely, since it is an all-inclusive holiday, based at one hotel. Therefore, the holiday does not match Harry's requirements of (1) cheap accommodation, (2) being able to travel alone and (3) meeting new people.



Diana: **Holiday A** is the **correct** answer. Since this is a cruise, Diana will be able to 'share her holiday experience' and 'see as many places as possible'. In addition, the cruise allows clients to 'Travel ... in style' and offers 'social activities' which would suit Diana as she 'loves travelling in luxury' and 'loves meeting people'. Also, there are 'all-inclusive meals' so Diana wouldn't have to cook, which she hates doing.

Holiday B is incorrect, as although clients do 'not have to cook' which would suit Diana, who 'hates cooking', there are no organised adult activities to allow her to meet people, and because it is a hotel-based holiday, since it is all-inclusive, she isn't likely to see new places either. In addition, the holiday is unsuitable for her because although everything is provided, there is no mention of luxury, which Diana requires.

Holiday C is incorrect, as although the hostel location would allow Diana to 'see many places', as well as avoid cooking (since meals 'can be provided') and the shared rooms would mean that she could meet people, the accommodation is not the 'luxury' holiday Diana would like, as it is in a hostel with shared rooms.

Dave: **Holiday B** is the **correct** answer. Meals are provided, as the hotel is 'all-inclusive' so Dave won't have to spend money on restaurant meals. Also, the hotel has a recreation area for children with 'organised activities' in the afternoon, so staff will be able to look after Dave's children and he can relax as he wants.

Holiday A is incorrect, as although it is probably expensive, allowing clients to travel 'in style' and there are 'all-inclusive meals', which would suit Dave who doesn't mind spending money on accommodation but doesn't like paying for restaurant meals, the holiday is unsuitable as there are no childcare facilities available.

Holiday C is also incorrect, as although meals can be provided at a reasonable price (so that Dave wouldn't have to spend money on restaurants) the cheap, shared accommodation would not suit Dave who doesn't mind spending money on a holiday and is with his young family. In addition, there are no childcare facilities offered with this holiday, so this would not suit Dave, either.

EXAM PRACTICE

For each question choose the correct answer.
The following people (1-5) are interested in doing a course. There are some adverts (A-E) for 8 different courses. Decide which course would be the best one for each person. There are 3 courses which do not match with anyone and are extra.

1. Jenny isn't good at drawing or painting but she likes making things and being creative. She is quite lazy and needs something to aim for, otherwise she loses interest in what she is doing.

2. Gary works for an English language school. He books courses for foreign students who want to study at the school. He would like to teach, too, but he feels nervous about getting up and speaking in front of a class.

3. Ben works at his desk all day, in front of a computer. He likes meeting people and wants to get fit, doing gentle exercise. As he is indoors all day he would like to be outside more in his free time.

4. Terry is a retired photographer and he loves reading gardening books. He doesn't have a garden but loves visiting gardens that are open to the public and taking pictures of flower displays. He would like to do something creative and a bit more unusual but can't afford to do a full-term course.

5. Sheila often has foreign students to stay with her. She can speak two European languages well and loves showing students around her town. However, she would like to learn more about places of interest in her area as she feels her knowledge is limited.

A. Photography for Beginners
This course will teach you how to take better photos. This 5-week course will help you to develop your photography skills so you can take good photos indoors and outdoors.

B. Flower arranging
Many of us love looking at flowers but don't know how to arrange them. We often pick lovely flowers, put them in a vase and then we are disappointed with the result. This weekend workshop will help you improve your flower arranging skills to create the perfect arrangement.

C. Yoga
Take part in yoga classes to relax and improve your fitness level. Classes are suitable for all ages and no experience is necessary. Morning and evening classes are available. There is a café downstairs where you can stay to chat to other class members after sessions.

D. Basic Spanish
Learn how to communicate in Spanish. We teach you basic vocabulary so you can feel confident enough to order meals in a restaurant or shop in local markets when you are abroad.

E. Improve your confidence
Do you feel uncomfortable speaking in front of an audience? If so, then this is the course for you! Learn how to look and feel confident when speaking in public. We will teach you simple ways to relax and to communicate effectively to a group of people.

F. Local History
Buildings and people make a place interesting; but how many of us knows much about local history? This course teaches you about where you live and the history behind it.

G. Tai Chi
All ages and all levels of fitness welcome! We aim to strengthen your body through slow, focused movements. All classes are outdoors as this makes the exercises more effective. Come early, before each class, to meet new members and have a chat!

H. Sculpture classes
We teach you how to make sculptures using clay, paper and found objects. No experience necessary; only your enthusiasm! This is a fun course, however, we regularly assess work and choose the best to exhibit in our end-of-term show.

Answers

1. H Since Jenny wants to do something creative, options A, B or H might, at first, seem possible. But only H offers something she can 'aim for' since there is an 'end-of-term show'.

2. E Gary 'feels nervous about '...speaking in front of a class' but wants to teach. This course is the only one that would help Gary to 'look and feel confident when speaking in public... and to communicate effectively to a group of people' (such as a school class).

3. G Since Ben 'likes meeting people' and 'wants to get fit', options C and G both appear correct, at first. A yoga course would improve his fitness level and a café downstairs from the studio would allow Ben to socialise with other class members. Tai Chi courses would also help Ben to get fit, as classes aim to 'strengthen your body' and they would be an opportunity for Ben to meet and chat with other members before each class. However, only the Tai Chi course offers outdoor exercise which would suit Ben who 'would like to be outside more in his free time'.

4. B Terry was a professional photographer, so option A would not be suitable as it is for beginners, although photography is an interest of his. Since Terry wants to do something 'creative', H and B might seem possible options. However, since H is a longer course, with regular assessment and B is a 'weekend course', B suits Terry better as he 'can't afford to do a full-term course'. In addition, since Terry loves 'taking pictures of flower displays', this is the ideal course for him.

5. F Sheila has an interest in languages as she can 'speak two European languages well', so option D, which is a language course might first appear to be suitable. However, since Sheila 'would like to learn more about places of interest' rather than another foreign language, F is the best match.

A, C and D are incorrect answers.

READING Part Three

What is the task?

You will have a text (around 350 words) with 5 questions, each with multiple choice answers (A, B, C or D). These answers will be short statements. They will test your general understanding of the text, as well as details and opinions of people referred to in the text. The final question will be a global understanding question, requiring you to answer based on the whole text.

What you need to do

Read through the whole text to get a general idea of ***what*** it is about and ***who*** is writing it and ***why***. This will help, especially with the last question (question 15) which needs you to understand the writer's opinion or attitude regarding the topic of the text. Next read the questions and multiple choice options. The answers to the questions follow the order of the text, so read and answer each question and the multiple choice options that go with it in order, too.

Let's practise!

Read the text below. Then, answer the following questions.
1) *Who do you think Tim is?* ***2)*** *Why is Tim writing the text?*
3) *What does Tim want the reader to think about?*

Answers

1. Tim is a boy or young adult as he mentions a home rule 'not to bring phones to the dinner table' (para. 2) and looking at phone messages 'when I think my parents aren't watching me' which suggests he is still young enough to live at home and have to obey his parents.

2. He is writing the text to discuss where mobiles should and shouldn't be used. He mentions their use on public transport (para.1) and how he dislikes this and that in 'some places ..it is socially unacceptable to make and receive calls', at the dinner table at home being one example (para. 2) and 'hospitals and doctors' surgeries' being another (para.3).

3. He wants the reader to think about where mobile phones should not be used. He states that 'there are still some places where it is socially unacceptable to make and receive calls' (para.1) and he ends with a strong view on this subject 'This is one rule (not using mobiles in doctor's surgeries) I never break and I think no-one else should, either' (para. 3).

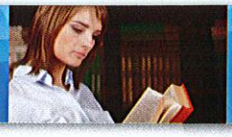
Now re-read the text and answer the questions which follow. The last question asks about the writer's attitude to mobile phone use.

Mobile phones in the modern world

Everywhere you go nowadays you see people on mobile phones. People talk on phones on public transport, in shops and at work. It has become a way of life. Much as I dislike hearing other people's conversations on the bus or on the train, if my own phone rings when I'm on the bus, I'll pick it up and talk. However, there are still some places where it is socially unacceptable to make and receive calls, both in private as well as in public.

At home, we have a rule not to bring phones to the dinner table, for example. Many parents believe that the only conversation at dinner should be between family members and not ones on the phone to friends or colleagues. I do understand this but often I can't help looking at my phone messages when I think my parents aren't watching me.

Outside the home, places where you should not use mobile phones are hospitals and doctors' surgeries. This is one rule I never break and I think no-one else should, either.



EXAM PRACTICE

1. What does Tim do when his phone rings on the bus?
   - **A.** He only answers if it is urgent.
   - **B.** He always answers every call.
   - **C.** He ignores every call.
   - **D.** He switches it off.

2. How would Tim describe his parents' rule on mobile use at dinner?
   - **A.** relaxed
   - **B.** strict
   - **C.** unfair
   - **D.** stupid

3. What would Tim tell a friend about using mobile phones?
   - **A.** I think it's great that we can use them when and where we want.
   - **B.** There should only be rules about not using mobile phones on public transport.
   - **C.** I never use my phone when I'm not supposed to.
   - **D.** I sometimes use my phone when I'm not meant to.

Answers

1.B Although Tim admits that he dislikes 'hearing other people's conversations on the bus', he says that 'if my own phone rings when I'm on the bus, I'll pick it up and talk' (para.1). As he answers all calls, A and C are incorrect and so is D.

2.B When Tim is describing his parents' rule 'not to bring phones to the dinner table' (para.2) he says he can only check his phone in secret when 'my parents aren't watching me' suggesting that the rule is a strict one, so B is correct and option A is therefore incorrect. Since he says 'I do understand this' about his parents' rules about mobile phones at dinner, C and D are incorrect, as he obviously understands and agrees with the rule.

3.D Although Tim says (para.3) 'one rule I never break' is using phones in 'places where you should not use mobiles' like 'hospitals and doctors' surgeries', he doesn't always obey rules about mobile phone use. At home, although there is a 'rule not to bring phones to the dinner table' (para.2) he says he 'can't help looking at my phone messages when I think my parents aren't watching me'. Since he disobeys rules about mobile phone usage C is incorrect. A is not correct either, as Tim dislikes people using phones on buses and trains 'I dislike hearing other people's conversations on the bus or on the train' (para.1) and believes that there are 'places where you should not use mobiles' (para.3). B is incorrect as Tim believes that the rule not to use mobiles in hospitals and doctors' surgeries is one that he wouldn't break and 'no-one else should, either' and although he dislikes 'hearing other people's conversations on the bus or on the train' (para.1) he doesn't say that there should be a rule against mobile phone use on public transport.

READING Part Four

What is the task?

You have a short text (about 300 words) with 5 gaps. After the text there are 8 sentences (A-H), five of which have been removed from the text. You need to choose which sentence fits each gap. There are 3 extra sentences.

What you need to do

Read through the text first. As you do so, think about the main topic of each paragraph. This will help you later to focus on which gap-fill options are more likely. Do not look at the sentence options yet because more than one option may seem possible and it is better to get more information from the text before you do this; otherwise, you may get the wrong answer.

Next, look at the text again and focus on the sentences ***before*** and ***after*** each gap-fill. Think about the following: what is being discussed before and after the gap? Is it the same topic? Who or what is referred to before and after each gap? Are they the same in each case? Look for subject and object pronouns to help you. Also, look for any words that suggest a **sequence** of ideas e.g 'firstly' 'secondly' 'finally'.
You can also look for words used to **add** to an example, emphasising an idea e.g 'moreover' 'furthermore' or words which introduce a **contrast** e.g 'but' 'however' 'yet' or result e.g 'because of this 'as a result', 'therefore'.

After you have done this, look at the gap-fill sentences. For each question, find a sentence which matches the topic being discussed in the text before and/or after the gap-fill. At first, there may seem to be at least two possible answers. To help you to decide which answer the correct one is, check if the subject or object in the gap-fill sentence matches the one before and/or after the gap-fill. Also, see if any **sequence**, **emphasis**, **contrast** or **result** words/phrases used before and after the gap-fill fit with the gap-fill sentence. If these words or phrases are used in the gap-fill, then check if they link to the ideas in the text which are before and after the gap-fill.

Let's practise!

Look at the short text below.

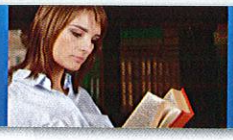
In the past, it was unusual for anyone to be a vegetarian. _____This made it difficult if you were vegetarian and wanted to eat out.

1. What is the topic that is discussed before the gap-fill?
   - **A.** How people thought vegetarians were strange.
   - **B.** How few people used to be vegetarians.
   - **C.** What type of people used to be vegetarian.

2. What is the topic that is discussed after the gap-fill?
   - **A.** Why people stopped being vegetarian.
   - **B.** Why vegetarians used to be difficult people.
   - **C.** A problem that vegetarians had.

Answers

1 B In the text it says that being a vegetarian was 'unusual' which are the 'few people' referred to in option B who are vegetarians.
2 C In the text it says that something was 'difficult' which is the 'problem' referred to in option C.



3. Now look at the 3 sentences **(1-3)** below. Match each sentence with one that has the same meaning **(A-C)**.

1. As a result, few restaurants offered meat-free meals.
2. That wasn't the only problem vegetarians had.
3. Vegetarian meals are healthier than eating meat.

A. An advantage of being a vegetarian.
B. Another disadvantage of being a vegetarian.
C. A reason why vegetarian meals were rarely on menus.

Answers

1 C In sentence 1, 'As a result' is used to describe why an action/situation happened. C refers to a reason for a situation and so it is the correct answer.

2 B In sentence 2, 'That wasn't the only problem' tells us that another problem was mentioned previously in the text. B also refers to a second problem following on from another one 'Another disadvantage'... and so is correct.

3 A In sentence 3, a benefit of eating vegetarian meals is referred to, which is the 'advantage' described in A, which is the correct answer.

Now look at the sentences before and after the gap-fill again:

In the past, it was unusual for anyone to be a vegetarian. _____ This made it difficult if you were vegetarian and wanted to eat out.

Look again at question 3 and sentences **(1-3)** and their meanings **(A-C)**. Which sentence would be the best fit for the gap? Remember to focus on the topic which is being discussed and on key words, like pronouns, linking words 'As a result'...etc.

Answer: Sentence 1. The topic before the gap-fill is about how there weren't many vegetarians in the past. This links to Sentence 1 which describes the difficult situation that this created for vegetarians, 'As a result'. The situation described in this sentence then links to the next sentence which states how this situation was a problem 'This made it difficult...' 'This' refers to the lack of restaurants mentioned in sentence 1.

Sentence 2 is incorrect as it refers to a second problem 'wasn't the only problem' suggesting that a problem was mentioned in the sentence before the gap-fill, which is not the case. In addition, Sentence 2 does not link to the sentence after the gap-fill which assumes that the reader knows what is being referred to 'This made it difficult' although this is not made clear in Sentence 2.

Sentence 3 is incorrect as it is a general statement/fact which does not really link to the sentences before or after the gap-fill, which refer to a past situation (about the number of vegetarians and a problem that this created).

EXAM PRACTICE

Look at the text below. 3 sentences are missing. Choose which ones to put in the correct gap, from sentences A-E. There are 2 extra sentences you won't need to use.

Smart phones in the classroom

Many years ago, teachers used only chalk and blackboard to write on, in the classroom. Their students just had their textbooks, notebooks and pens.
1._____ .Teachers use smartboards, which connect to the internet. **2.** _____ . They use their smart phones to access the internet during lessons.

Although smart phones are useful and students can find out a lot of information, mobile use can be a problem, too.
3. _____ . They think that they stop students from concentrating on the lesson. Some teachers even ban them from the classroom.

A Students also use new technology.
B They use these at home, too.
C Today things are very different.
D This is why students dislike lessons.
E Many teachers find them annoying.

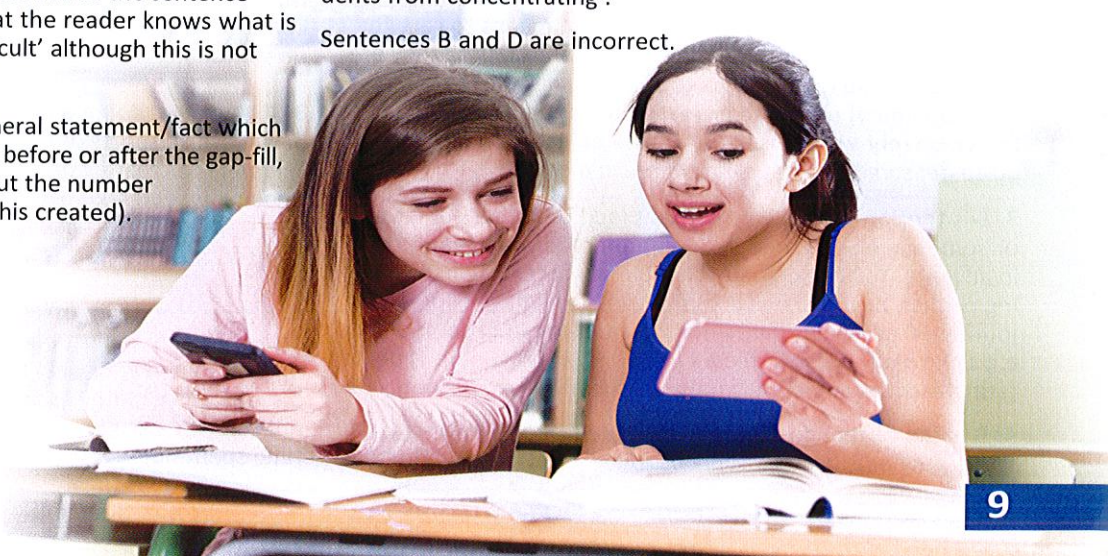
Answers

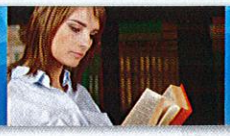
1 C 'Today...' introduces a situation that contrasts with one mentioned before the gap-fill: 'Many years ago...'

2 A 'Students also use this technology' links: (a) to the previous sentence, which describes teachers using internet technology and (b) with the following sentence where 'They' refers back to the students referred to in A.

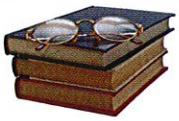
3 E The sentence refers to the reaction of teachers to something that is 'annoying' i.e mobile phone use in class. This continues the topic of the previous sentence 'they (smart phones) can be a problem, too'. 'Them' in Sentence E also refers to smart phones, mentioned before the gap-fill.
Also, Sentence E links to the sentence after the gap-fill, where 'they' refers back to 'Many teachers' mentioned in Sentence E. In addition, Sentence E, refers to teachers finding mobile phone use 'annoying', which links to reasons given for this in the sentence after the gap-fill 'They think that they stop students from concentrating'.

Sentences B and D are incorrect.





READING Part Five



What is the task?
You will have a short text (about 150 words) with 6 gaps. There is one missing word in each gap. Below the text there will be 4 different options for each gap. The missing words may be *adjectives, nouns* or *verbs (and rarely adverbs).*
For this part you are being tested mainly on **vocabulary**, not *grammar.*

What you need to do
Read through the text quickly so you understand what it is about. Then, focus on the sentences with gap-fills. Make sure you read the whole sentence in each case. Before reading through the question options, try to see if you can find the answer to the gap-fills using your vocabulary knowledge. This will help guide you to the correct answer and not be confused by similar-looking word options. Next, check if your answer is amongst the question options. There are 4 options for each question, A, B, C or D. If you don't find your answer in the options that are given, try to find one that could fit and make sure it is the correct one by deciding why the other options are the incorrect ones.

Let's practise!
Choose the correct word, A, B, C or D.

1. To book a holiday, you usually pay a/an ____ first.
   A. bill **B.** admission **C.** tip **D.** deposit
2. It is difficult to _____ up children as a single parent.
   A. bring **B.** take **C.** put **D.** pick
3. We had a very _____ journey without any problems.
   A. prepared **B.** pleasant **C.** particular **D.** polite
4. I will _____ all the necessary arrangements for you.
   A. do **B.** make **C.** take **D.** allow
5. The doctor gave his patient a _____ for medicine.
   A. prescription **B.** recipe **C.** receipt **D.** record

Answers
1. D is the correct answer. A deposit (n) is what you pay to a travel agent or company *before* a booking can be made. It is part of the total cost. **A** a bill (n) is what you pay *after* you have had a meal or received a service *e.g from an electrician.* Hotels also give clients bills for accommodation, drinks, food etc, but this is *at the end* of a holiday, *not during* the booking process. **B** an admission (n) refers to entrance to a museum or public building, such as a theatre, or swimming pool. **C** a tip (n) is the money given to a waiter/waitress as a thank-you for good service at the end of a meal.

2. B is the correct answer. Bring up (phr v) means to care for children from a young age/when they are born, until they are adults. **B** take up (phr v) refers to starting a new hobby/interest. **C** Put up (phr v) means to increase the price of something **D** Pick up (phr v) means to lift a small object *e.g a pencil* or *to go to get someone from somewhere in a car.*

3. B is the correct answer. Pleasant (adj) describes something or someone nice. **A** prepared (adj) refers to work that is done in advance. You can prepare for a journey for example, by packing clothes, buying travel books but you can't have a 'prepared' journey. **C** particular (adj) refers to an example of something *e.g I like many types of food, I like pizza, in particular.* **D** polite (adj) describes someone who speaks in a way that is not rude.

4. B is the correct answer. Make (v) means to build or create something or is used for a plan/arrangement/date. **A** Do (v) is used when describing an action e.g do your homework/shopping. **C** Take (v) means to remove someone or something from somewhere. **D** Allow (v) means to let someone do something.

5. A is the correct answer. **A** prescription (n) is a note written by a doctor, that shows what medicine you must get from a chemist. **B** (n) a recipe is a set of instructions which tell you how to prepare or make a dish or meal with a list of the ingredients needed to do this. **C** (n) A receipt is a written record that shows that you have bought something from a shop. **D** (n) A record is information that is written down and kept so that people can look at it later. Doctors keep records of patients and medicines they take, but do not give them to patients.

Why sport is important

Children need to learn many things at school. They have lessons for maths, English, history and many other subjects, too. However, children must also **1**_____. They have lots of **2**_____ and need to use this so they can concentrate better on lessons. **3**_____ sport also helps children to learn to work together, by playing **4**_____ sports. Sport also helps children to keep fit and healthy. This is why all schools should have sports and not teach school subjects only.

1. A. exercise	**B.** perform	**C.** improve	**D.** enjoy
2. A. excitement	**B.** imagination	**C.** energy	**D.** courage
3. A. Making	**B.** Taking	**C.** Doing	**D.** Having
4. A. individual	**B.** team	**C.** class	**D.** leisure

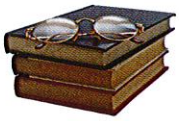
Answers
1. A is correct; exercise (v) means to keep fit by running, walking, going to the gym etc. **B** perform (v) means to act, or play an instrument in front of an audience. There is no reference to theatre or music here, so this is an incorrect choice.
C improve (v) means to get better at doing something. You can improve in a school subject. Improve also needs an *object*, so this is an incorrect choice. **D** enjoy (v) needs an object or reflexive pronoun *(e.g. enjoy themselves)* so this is also an incorrect choice.

2. C is correct; energy (n) is the power you have to do sport or tasks. A excitement (n) is a feeling that you can't wait to do or see something. You cannot 'use' excitement; you only feel it and a person cannot have 'lots' of excitement. **B** imagination (n) is the ability to think of new ideas. It does not help you to concentrate. **D** courage (n) is being brave when you have to do something that makes you scared.

3. C is correct; doing (v) is used to describe taking part in activities like sports or trying to complete tasks etc. **A** making (v) refers to creating or building something or arranging plans. **B** taking (v) you take part (phr v) in a sport or a game but you don't 'take' sport. **D** having (v) The school is having a sports day but 'having' sport is incorrect.

4. B is correct; team (n) sports involve 2 different sets of players competing against each other. **A** individual (n) refers to one person only. **C.** class (n) is a group of children who study a subject, like maths or English, together at school but does not refer to a group playing sports. **D** leisure (n) refers to the time spent not working. People do sport for leisure.

READING Part Six



What is the task?

You will have a short text (about 150 words) with 6 words missing. Unlike Part 5, you are not given any answer options. You need to find which words are missing using your knowledge of vocabulary and, mostly, **grammar**. The missing words may be adjectives, nouns, parts of phrasal verbs, verbs in different tenses, fixed phrases, prepositions, linking words and so on.

What you need to do

Read through the whole text first. Try to spot any phrasal verbs, for example, verbs like 'take' 'bring' 'give'. These will need a preposition after them e.g take up, bring up, give in. If a verb does not make sense on its own *(e.g. I have given ... eating sweets)*, then it is probably a phrasal verb. Also look for any verbs that take a preposition *(e.g. look (at) or gerund e.g. stop doing something)*.

Where there is a gap *before* the main verb, look for a subject that agrees with it. If a subject is not missing, then a modal verb, like *might, may, should, must* or *can* is possible when the main verb does not have 'to' before it.

If there is a gap *after* the main verb and there is no other object in the sentence, look for an object pronoun to go with it.

Once you think you have found the word, check that it fits with the words before and after the gap-fill. Make sure that you spell the word correctly.

Let's practise!

Look at the text below. There are 6 gaps. To help you there are clues beside each gap-fill.

Living Abroad

Probably the most difficult thing about living abroad, is getting used **1**_____ (*preposition*) speaking a foreign language. Of course, this is **2**_____ (*negative*) necessary if you are just going somewhere **3** _____ (*preposition*) holiday. You only need to learn a **4** _____ (*quantity*) basic phrases. Another problem is eating out. You **5**_____ (*modal*) find it difficult to eat unusual food. However, **6**_____ (*quantity*) people agree that living abroad is a great experience.

Answers

1. to. *Get used to* means to slowly accept something which is different.

2. not. *Not* is used to make statements negative and may be placed before a verb, adverb, person etc.

3. on. *On holiday* describes the period when you are actually having a holiday.

4. few. *A few* means not many.

5. may/might. These modal verbs are used to suggest something that is possible.

6. most. *Most* describes the largest number of people or the greatest amount of something.

EXAM PRACTICE

Choose the correct word for each gap. Use only ONE word for each gap.

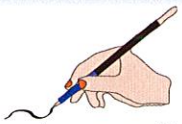
Looking for work

It is not always easy to find a job you like. Sometimes, you **1**_____ to start a job you don't like, just to earn money. Then, **2**_____ you find something better, you can leave your old job. Before **3**_____do, though, make sure the new job is suitable. You don't want to end **4**_____ with something worse than you had before! Remember, it is always a good idea to tell your old boss **5**_____ least a fortnight before you leave. It isn't fair to disappear **6**_____ warning!

Answers

1. **have.** Modal *have to*, shows that you **must** do something.
2. **if.** A first conditional, if + present simple.
3. **you.** Subject *pronoun* that agrees with 'do'.
4. **up.** End up with is a phrasal verb, meaning that you find yourself in a situation that isn't part of a plan.
5. **at.** At least is an expression referring to a minimum requirement.
6. **without.** *Preposition* meaning that something is absent or missing.

WRITING Part One



What is the task?

You must answer this question. For this part, you need to write an email of about 100 words. You are given an email to read that is from a friend or someone you know. At the top of the email, you are given the name of the sender and the subject of the email. The email is quite short (around 100 words) and there are notes written beside the email, as if they were written from you. When you write a reply to this email, you need to use these notes in the order that they are written, to include them in your email. There are 4 different points that you will have to refer to and give an answer/information for.

What you need to do

First, read through the email. Then, look at each note beside the email. You will have to write an answer to each note as if you are the person who the email was sent to. Make sure you **answer every point**, otherwise you will lose marks. Do not write more than 100-120 words in your reply, as you won't have enough time to do so and you are more likely to make mistakes. Also, do not write under 100 words as the email will be too short and won't include all the necessary information. Remember to begin with a greeting phrase such as 'Hi, it was great to hear from you. / Hi, thank you for emailing me.' and to end with an informal phrase such as 'Email me soon' / 'I hope to hear back from you soon.'

Note: Do not include an address at the top of your email, and don't write who the email is from or the subject of the email.

Let's practise!

Look at the email below, then look at the answer.
Find the 5 mistakes in the answer (spelling, punctuation, grammar or content).

EMAIL

From: Emma

Subject: Shopping trip

Hi Jill,

Did you find anything to wear to Gina's party next Saturday? If not, would you like to come shopping with me tomorrow?

I was planning to go around 10am to the shopping mall. Is that OK with you, or would you prefer to meet in the afternoon instead?

Afterwards we could go for a coffee and something to eat. What do you think?

Do you have a favourite restaurant?
Write back soon!
Emma

No, because ... *Yes!* *Say what I prefer* *Suggest*

Below is the reply to Emma's email.

New message

Hi Emma,
Thanks for your email. It's been a long time ago we last spoke or contacted each other.

No, I didn't find anything to wear, unfortunately, so I'd love to come shopping with you tomorow. I would prefer to meet you in the afternoon, as I have to go with mum to visit my aunt in the morning but I will be free all afternoon.

I think its a great idea to eat something after shopping, because we'll both be hungry!

I look forward to see you soon!
Jill

Send

Answer

There are 2 grammar mistakes (ago, see), 1 spelling mistake (tomorow), 1 punctuation mistake (its) and 1 mistake relating to missing content (*suggestion for somewhere to eat*)

Below is the correct version of the email.

New message

Hi Emma,
Thanks for your email. It's been a long time since we last spoke or contacted each other.

No, I didn't find anything to wear, unfortunately, so I'd love to come shopping with you tomorrow. I would prefer to meet you in the afternoon as I have to go with mum to visit my aunt in the morning but I will be free all afternoon.

I think it's a great idea to eat something after shopping as we'll both be hungry! Why don't we go to Franco's restaurant as they have great pizzas there.

I look forward to seeing you soon!
Jill

Send

EXAM PRACTICE

Now write an email in reply to the one below.

EMAIL

To: Lucy

Subject: Next Saturday

Hi Lucy,

I heard it's going to be sunny next Saturday, so let's go to the park! I thought we could meet at 2pm if you're free?

Why don't we have a picnic or go on the boating lake? We could also go somewhere afterwards if you like.

I know you said you had some exams soon but I couldn't remember when, so maybe you won't be free?

Anyway, write back soon and tell me what you think,
Harriet

OK! *Say which I prefer* *Suggest* *Explain*

*Write an email to Harriet using **all** the notes in the question. Do not write more than **100-120** words.*

Model Answer

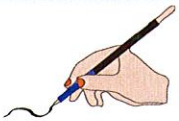
Hi Harriet,
Thanks for your email. Yes, I'd love to come with you to the park, as I'm free that afternoon.

I think the idea of a picnic is great, but I don't really like going on boating lakes. I'm not good at swimming, you see!

Yes, we could go somewhere after the park. I do have exams, but they aren't until the end of the month. I've got lots of time before then to study and it would be good to relax and have some time off, especially as it's going to be sunny.

See you soon,
Lucy

WRITING Part Two



What is the task?

For this part, you can choose **either** to write a short article *(Question 2)* or a short story *(Question 3)*. We will first look at the task for Question 2.

Question 2

You are given a short text (about 30 words) which is a notice usually written on a website, or in a magazine/newspaper, asking for readers to write an **article**. The title of the article is already given in the notice. This is followed by 2 or 3 short questions, relating to the topic of the title, all of which you must answer; otherwise, you will lose marks.

What you need to do

Read the title and questions carefully. Then, for each question, write down any ideas that you can think of that are related to it. Don't worry if you have 2 or 3 ideas, you can always choose later which you want to use. It is always better to choose ideas which you can write about because you know the vocabulary you need to use. Only write about what you are asked to, in the article. In your final version, make sure you have an introduction (1st paragraph) and a main part (2 paragraphs) where you develop your ideas, and include the information that is required, followed by a conclusion (last paragraph).

Let's practise!

You see this article in an English-speaking magazine.
Write your answer in about **100 words**.

Articles wanted!

Young people and mobile phones
Could you live without your phone?
Why are phones so important?
Do you think you use your phone too much?

The best articles answering these questions will be published on our website!

First, read the questions/prompts. Now make some notes on each idea, like the ones below.

Could you live without your phone?
No. Never tried. Use it daily/many hours a day.

Why are phones so important?
Chatting to friends/social media sites - posting photos, contacting friends / internet searches / emailing / apps / no/few public phone boxes

Do you think you use your phone too much?
Yes. Parents annoyed with me. Teachers tell me off for using it in class. Spend more time on phone than with friends.

Now think about the **introduction**. You will need to refer to the title of the article, here. Think about why young people and mobile phones are mentioned e.g most young people have them/use them daily/everywhere.

Next, think about what you will put in each paragraph. It's a good idea to discuss each question, in the order of the questions given, so you could talk about the first two questions in **paragraph 2** and the last question, in **paragraph 3**. Try to avoid using exactly the same words as the questions themselves, using new words, if possible, which mean the same.

Finally, think about the **conclusion**. You need to finish with your own opinion. Do not introduce any new ideas here.

Once you have decided on content, think how you will introduce and link your ideas so they follow in a logical order and make sense. You can use words such as *firstly, secondly, finally* to **sequence** ideas and words like *furthermore, moreover* (not in the B1 Preliminary Wordlist), to **add information** to something you have already talked about. When you have a long list of examples, just choose one or two and introduce them with the words *for example*, or *such as*. Words like *therefore, as a result* can be used to explain **why** something happens or is true, and the words *because* and *as* can be used when you are talking about the **reason** for something.

Look at the article below which is the answer to Question 2 in the Practice section. Fill in the gaps using linking words from the vocabulary box.

firstly	secondly	as	such as	therefore

Everyone nowadays, especially young people, has a mobile phone. I know that I depend on my mobile. I can't imagine not having it with me all the time. This is because mobiles have become necessary in our everyday lives.
1_____ I use them for so many things, **2**_____ texting or chatting to friends on social media and for searches on the internet.
3_____, if you want to call someone it is sometimes the only way to contact them **4**_____ it is difficult to find a public phone when you are away from home; **5**_____, you need to carry a mobile with you.
I think I probably use my phone too often, but I don't think I'm different from anyone else who's my age.

Answers: 1. Firstly **2.** such as **3.** Secondly **4.** as **5.** therefore

EXAM PRACTICE

You see this notice on an international English website for young people.

Articles wanted!

Climate change
Do you think this is a real problem?
What can we do about it?
Can everyone help?

The best articles answering these questions will be published on our website!

Write your **article**.

Model Answer

Climate change

Today, you hear about climate change very often in the news.

Many people, including myself, worry about how this is affecting our world. We can see the damage that it is doing as the climate is changing and sea levels are rising. However, we can try to stop it.

Firstly, we can reduce pollution by using public transport more. Secondly, we can stop wasting energy, and also use natural sources of energy, such as wind and water.

I think that if everyone makes small changes to their life, we can do something about climate change before it is too late!

Question 3

For this question you will need to write a short **story** (about **100 words**). You are given the first sentence of the story which you must use at the beginning of your own story.

What you need to do

When you read the sentence, decide what type of story it will be. Does the sentence suggest a funny story, or maybe a romantic or exciting/frightening one?

Look at the sentences below. What type of story do you think will follow on from the beginning sentence?

1. I looked up from my book and saw a stranger smiling at me.
2. Harry put down the phone, and started laughing.
3. As Lily opened her front door, she had a bad feeling.

Answers

1. Possibly a romantic story as the stranger is smiling. Maybe he/she will start a conversation which will lead to a relationship.

2. This might be a funny story as Harry is laughing after the phone call. Maybe someone made him laugh or he called someone for a joke.

3. This could be an exciting story as Lily has a 'bad feeling'. Something might happen next to make her scared e.g there is a stranger in the house.

When you have decided what type of story you need to write, think of as many different ideas as you can and write them down. You can choose later which are the best to use.
Then, group the ideas into different paragraphs.
For the **introduction**, use the sentence that is given for you and give some background information (1 or 2 sentences).
Then **develop** the story in the 2nd and 3rd paragraphs, **concluding** in the 4th paragraph.

Let's practise!

Let's use the first story as an example. Write notes for an introduction and for what you will put in each paragraph. Then, look at the suggested notes below.

Introduction:
I looked up from my book and saw a stranger smiling at me.
Remember seeing him earlier, at station,
nearly knocked him down, running for train.

1st paragraph:
Feel embarrassed. Wonder what he is thinking.
Decide to speak to him.

2nd paragraph:
Man says we went to same college. Met before - I knocked into him by accident. He dropped all his books.
Suddenly I remember, apologise, he laughs.
We talk about our lives. Both single.

Conclusion:
He asks me out for dinner. Feel excited, happy, looking forward to meeting him again.

EXAM PRACTICE

Your English teacher has asked you to write a story.
Your story must begin with this sentence:

As I was sitting on the beach, I saw something shiny buried in the sand.

Write your **story**.

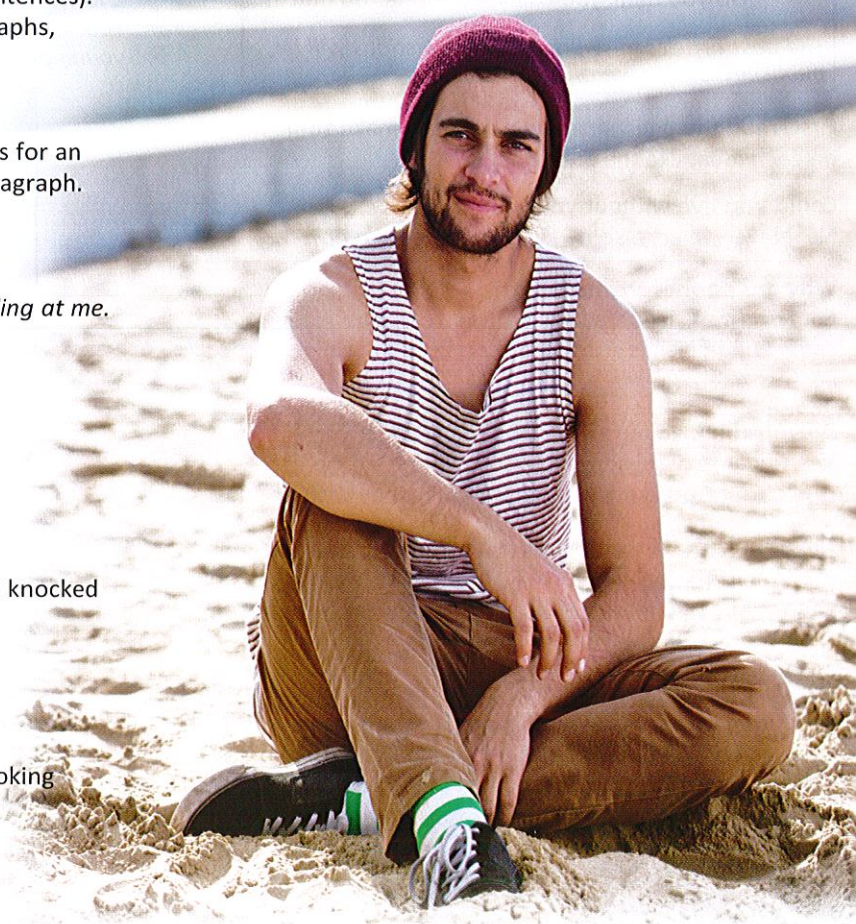
Model Answer

As I was sitting on the beach, I saw something shiny buried in the sand. It looked like gold.

Curious, I started digging in the sand. I wasn't too excited, as shiny objects in the sand usually turn out to be buried drink cans. After a few seconds, I held the object in my hand; it was a wedding ring! I was very surprised. I realised that the ring must have great personal value and I wanted to return it to its owner.

Suddenly, I saw a man running towards me. He looked worried and upset. When he saw the ring, he gave me a big smile and a hug.

Finding this ring was better than finding any buried treasure!



LISTENING

The texts (audioscripts) in the Listening paper will be from a variety of listening situations. There will also be a variety of native-speaker accents. The texts may include:

- ❑ conversations at home or between friends (*Parts 1, 2*)
- ❑ radio announcements (*Parts 1, 3*)
- ❑ recorded messages (*Parts 1, 3*)
- ❑ parts of talks (*Part 3*)
- ❑ informational talks or radio programmes (*Part 3*)
- ❑ interviews with questions from a radio presenter (*Part 4*)

LISTENING Part One

What is the task?

In this section you will hear 7 short recordings. They may be conversations between 2 people, *e.g. friends*, or they may be recorded messages left on a phone, or an announcement *e.g at an airport*.
You will have a question about each recording and for your answer you need to choose a picture which matches your answer. You will have 3 pictures to choose from, A, B or C, for each question. Each recording is played **twice**.

What you need to do

Read the question and look at the 3 pictures before you hear the recording for the first time. This way, you have an idea of what information you need to listen for, in the recording.
The first time you hear the recording, try to understand general information (like who is talking, what they are talking about and where they are). It is likely that the conversations will mention something shown in each picture, so the correct answer might not be obvious at first.
Try to remember as much as you can about why the people are talking about what is shown in each picture. This will help you find the correct answer. Then, on the second playing check if your answer was correct.

Let's practise!

Look at the conversation below then answer the questions that follow with **Y (Yes)** or **N (No)**.

Anna: *Did you enjoy the football match yesterday, Ben?*
Ben: *Yes, thanks. There were lots of people, so there was a great atmosphere. But there were long queues to get into the stadium which was a bit annoying. Normally I don't have to queue as I buy my ticket online before the match.*
Anna: *Well, at least it didn't rain.*
Ben: *Yes, I hate bad weather. That's the problem with outdoor sports!*

Questions

1. The crowds spoilt the match. **Y/N**
2. Ben had to wait in a long queue. **Y/N**
3. The weather was bad for the match. **Y/N**

Answers

1. N Ben says that 'there was a great atmosphere' because there 'were lots of people'. The only problem he had with crowds was 'the long queues to get into the stadium'.

2. Y Ben says that 'there were long queues' and that 'Normally I don't have to queue' suggesting that this time he had to queue with many other people.

3. N Although Ben says 'I hate bad weather' it didn't actually rain, as Anna says 'At least it didn't rain' (during the match).

Now look at the pictures below.
Choose the picture A, B or C that correctly answers the question.

Question: What didn't Ben like about the football match?

A

B

C

Answer: A

EXAM PRACTICE

Read the conversation below. Then answer the question that follows by choosing picture A, B or C.

Dan: *I don't think I'll watch any more TV.*
Sally: *Is that because the News is on next?*
Dan: *You know me, I'll watch anything! But if I watch any more TV I won't get my project finished on time.*
Sally: *So, will you go to bed late tonight?*
Dan: *Probably. And I won't get up early.*
Sally: *Ha! Well, that's nothing new, is it?*

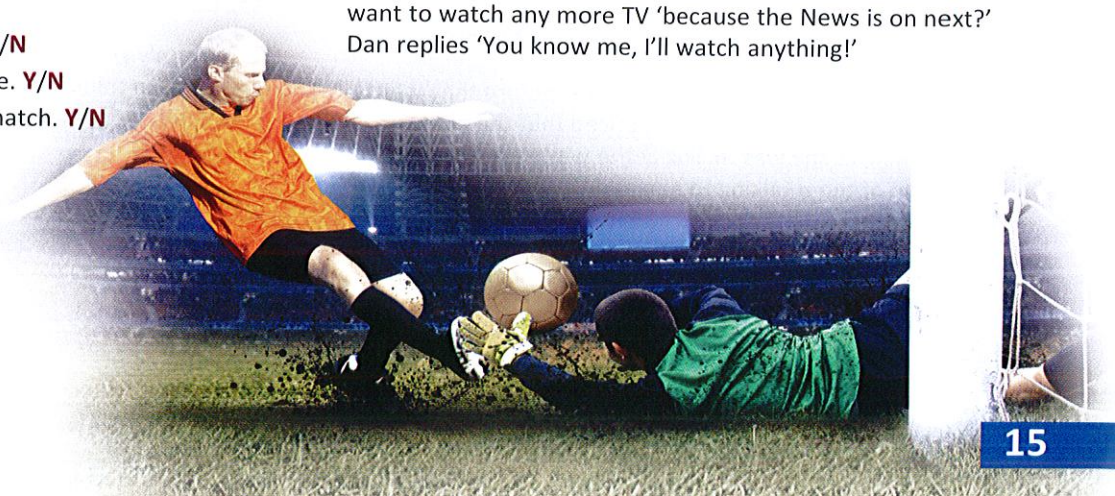
Question: Why won't Dan watch any more TV?

A

B

C

Answer **B** is **correct.** Dan has to complete a project. Dan tells Sally 'if I watch any more TV I won't get my project finished on time'.
Answer **A** is **incorrect** as Dan tells Sally 'I won't get up early' so this isn't the reason why he won't watch any more TV.
Answer **C** is **incorrect** as although Sally thinks Dan doesn't want to watch any more TV 'because the News is on next?' Dan replies 'You know me, I'll watch anything!'



LISTENING Part Two

What is the task?

In Listening Part 2, there are **six** short dialogues, each with a context sentence, as well as a question or a sentence to complete and three options A, B, or C.
You have to listen to the short conversation, then choose the option which best answers the question or completes the sentence. You hear each conversation **twice**.

What you need to do

Quickly read the question and the possible answers first. Look for any key words in the questions that you can listen for in the conversation. During the first listening you should focus on a general understanding of the conversation and choose the best option. Then, use the second listening to check that your answer is correct.

Let's practise!

Look at the question and possible answers below and the audioscript that follows it. Then, answer the questions.

You will hear two friends talking about a cafe they have been to.
What did the girl like best?
A. the coffee **B.** the view **C.** the waiter

Read the conversation below between two friends.

B: *I really enjoyed that. The coffee was great. How was your hot chocolate?*
G: *It was lovely and so was the waiter.*
B: *I thought you liked him from the way you kept smiling at him.*
G: *Oh, was it so obvious? Well, to be honest the view of the busy road wasn't nice to look at, so I looked at him instead.*
B: *You are funny.*

1. What did the boy enjoy?
2. What did the girl drink?
3. Do you think the waiter was a friend of theirs? Why?/Why not?
4. Was the cafe in a nice location? How do you know this?
5. What did the girl like?

Analysis and justification of the answers

1. The boy enjoyed his coffee - '*The coffee was great*' is what he says.
2. The girl had hot chocolate because the boy asked her if she enjoyed it.
3. It is unlikely that they knew the waiter before they went into the cafe because the boy noticed that the girl seemed to like him, as she was smiling at the waiter; but there is no mention of them talking to him and they don't even seem to know his name.
4. The cafe wasn't in a nice location, because there was a busy road outside it and it didn't have a nice view, according to the girl.
5. This is the actual question for the task and the answer is: **the waiter** because she kept smiling at him.

EXAM PRACTICE

For each question, choose the correct answer.

1. **You will hear two friends talking about learning a musical instrument.**
   What does the boy play now?
   A. drums
   B. guitar
   C. piano

2. **You will hear two friends talking about getting fit.**
   What do they agree on?
   A. joining a gym
   B. going swimming regularly
   C. going for long walks

Audioscript:

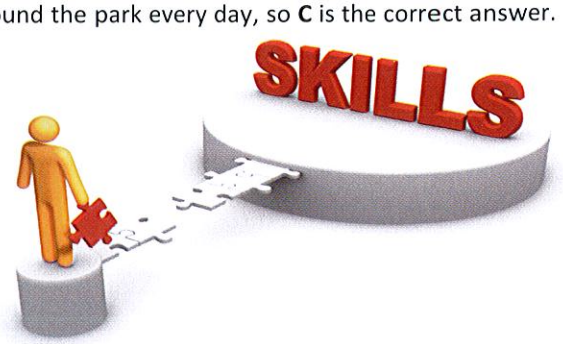
1.
G: *Do you still play the piano, Steve?*
B: *Not really; my parents sold the piano we had at home, because they wanted more room.*
G: *Oh, that's too bad! I've started drumming lessons. I love it.*
B: *I wanted to get a drum set too, but they wouldn't let me, so I'm learning the guitar now instead.*
G: *Well, at least you can carry that around with you easily.*
B: *That's true.*

2.
B: *So, are we going to join the gym, like we said the other day?*
G: *To be honest, I can't really afford it. It's quite expensive, you know.*
B: *Well, in the summer we used to go swimming a lot, but it's too cold now.*
G: *Yes, and I don't fancy cycling for the same reason, so I guess we could just get out every day and walk a few miles around the park.*
B: *That's a good idea, because it won't cost us anything, either.*

Analysis and justification of the answers

1. **A.** The boy wanted to get a set of drums, but his parents wouldn't let him. It is the girl who plays the drums.
   B. The boy says that he is learning the guitar now, so **B** is the correct answer.
   C. The boy used to play the piano, but they don't have one anymore.

2. **A.** The boy suggested joining a gym, but the girl doesn't have enough money for that.
   B. They only go swimming when the weather is warm.
   C. They both think it's a good idea to go for a long walk around the park every day, so **C** is the correct answer.



LISTENING Part Three

What is the task

In Part 3 of the listening test, you are given a page of notes, or sentences, from which six pieces of information have been removed. As you listen to the speaker, you must fill in the numbered gaps with words from the text which complete the missing information. The text that you will be given in notes makes a summary of what the speaker has said. Most answers will be single words, numbers, dates, times or very short phrases. You will hear the speaker **twice**. In this task, you will be listening for *specific* pieces of *information*.

What you need to do

First of all, you should begin by reading and listening to the instructions. Then, use the pause to read the text on the page, thinking about the context and predicting the sort of language and information you are going to hear. By looking at the words *before* and *after* the gaps, you could guess what the missing word might be. It may be information about places and events, or people talking about courses/trips/holiday activities. You can use the order of the information on the page to help you follow the recording. The information you are listening for will come in the same order as the listening.

The first time you listen to the speaker, you should write down single words, numbers or very short phrases to complete each gap. You must keep your answers short. The words you need to complete the gaps are *heard on the recording*. Therefore, you shouldn't try to change the words. It is also important that you don't write in note form. You must write the words *in full* and try to spell them correctly.
If the answer seems to involve a number, you may either write the number in words *e.g. ninety eight,* or you can write it in numbers *e.g. 98.* Both are acceptable.

During the 2nd listening, check that your answers make sense in the context of the completed note or sentence and that each answer contains the correct piece of information. Again, don't forget that it is important to check the spelling of words.

Let's practise!

Complete the sentences with the correct word from the box below. There are *three extra words* which you do not need to use. Use the words at either side of the gaps to help you find the correct answer.

romantic	hours	minutes
ninety five	plane	horror
cinema	thirteen	
bus	modern	

1. Graham has been a bus driver for ..... years.
2. Mr and Mrs Green live at ....., London Road.
3. The lecture will last for two ..... .
4. Alison likes to watch ..... films where people fall in love.
5. We enjoyed the exhibition at the ..... art museum.
6. The meeting point will be outside the ..... .
7. The cheapest way to get to the shops is by ..... because parking is so expensive.

Analysis and justification of the answers

1. **thirteen**: We know that we need a number or amount here. Thirteen is a sensible answer. The other number we have is *ninety-five* but no one would be a bus driver for that long.
2. **ninety-five**: Again a number is needed here for an address. *Thirteen* would be also possible but we have already used that for question 1.
3. **hours**: Something related to time is needed here. A two-hour lecture sounds likely. The other option would be *minutes* but a lecture would last more than 2 minutes. If it were only two minutes long, we could call it a short talk, not a lecture.
4. **romantic**: An adjective is needed here. She likes films about love, so romantic is the answer rather than *horror.*
5. **modern**: An adjective is needed and it has to relate to art. *Romantic* could be possible at first, but it is used in question 4 and *modern art* is much more usual as a phrase.
6. **cinema**: Here we need a noun, and more specifically a place, so cinema is the correct answer.
7. **bus:** A form of transport is needed that follows 'by'. The sentence is talking about going to the shops; not a long distance. So, *plane* would not be a correct answer here.

EXAM PRACTICE

For each question, write the correct answer in the gap.
*Write **one** or **two words** or a **number** or a **date** or a **time**.*

You will hear some information about a local college.

Worthing College

Courses available now:
- French and Spanish for beginners
- the **1.** ..... of art
- archaeology

New courses start first week in September
Applications in by last week of **2.** ..... .
Student Card cost: **3.** £..... .

Audioscript:

You have got through to Worthing College course information. During the summer our courses are limited. We are currently running courses for beginners in English and French. As well as this, we are running our very popular history of art course and the archaeology course that focuses on Roman archaeological sites in the UK. All of our new courses start in the first week of September but please make sure that your applications are in by the last week of August at the very latest. As a student at Worthing College, you will be offered a Student Card. This will give you free entrance to many events and public places and discounts in many shops, too. The price of the Student Card is only £15; sorry, I mean £10, so it's well worth buying one when you enrol at the college.

Analysis and justification of the answers

1. **history** - Here we can see that we need a noun that is going to be part of a name for a college course.
2. **(of) August** - a month is clearly needed here and students should be careful not to assume it is September because they have just heard September mentioned.
3. **£10** - We know that an amount of money is needed here. There is a distractor in the listening of £15, so students need to make sure that they listen carefully to the whole thing and not just write the first amount that they hear.

LISTENING Part Four

What is the task

In Part 4 of the listening, you will hear a longer text, which will be an interview. You will have to answer six multiple-choice questions as you listen to the interview and choose the correct answer from a choice of three options, **A**, **B** or **C**.

What you need to do

The first thing you should do is read the instructions, then listen to them, and then use the pause to read the questions and think about the context. This may be information about *places* and *events,* or *people's lives, interests* and *experiences*. Then, you need to focus on a detailed understanding of the meaning of the text. During the first listening, listen for *gist* (general meaning and understanding) and choose the best option for each question. During the second listening, you must check all your answers carefully, focusing on *detailed understanding, attitudes* or *opinions*.

Let's practise!

As you have read the questions before you start listening to the interview, you know what information you are listening for. Quite often, the speaker will give the information using *different words (but similar in meaning)* to the words used in the questions. This is called *paraphrasing*.
For example, the speaker may say that they found something *very challenging* and the correct answer choice might be that they found something *very difficult*, or that it *was not easy*.

Look at the statements (**1-6**) below and match them with their similar meaning (**a-f**).

1. I haven't played in a team since I left school.	**a.** I showed everyone what I could achieve.
2. I decided to go for it.	**b.** I'm happy with my decision.
3. No one seemed to believe in me.	**c.** I thought I would try and get it.
4. I proved everybody wrong.	**d.** I still have ambitions.
5. I have never regretted it.	**e.** I used to be in a team when I was at school.
6. There are still things for me to achieve.	**f.** People thought I couldn't do it.

Answers: 1. e 2. c 3. f 4. a 5. b 6. d

EXAM PRACTICE

For each question, choose the correct answer.

You will hear a radio interview with a young athlete called Sarah.

1. What did Sarah's parents think about her being an athlete?

A. They thought it was an excellent idea.
B. They didn't believe in her ability.
C. They thought it would help her get into university.

2. What was Sarah determined to do?

A. leave home as soon as she could
B. continue her training without her parents' help
C. prove that she was good enough

Audioscript:

Int: *Sarah, you have achieved amazing things in the world of athletics, haven't you? It must have been difficult when you were younger and still at school. Did your parents encourage you to follow your dreams?*

S: *Not exactly; in fact, they didn't really believe that I had a future as a professional athlete. They wanted me to do well at school and then go to university. I don't think they had realised just how good I was and how much I wanted to do this. Looking back, I suppose they were trying to protect me from failure and disappointment.*

Int: *Did that cause problems between you and your parents?*

S: *In some ways yes, but they continued to support me even though they weren't convinced. My father used to drive me to competitions all over the country and sometimes we had to leave home very early in the morning and return late at night. So they were very good to me. That made me want to prove myself to them and do well in my sport even more. I didn't want to let them down. I wanted them to be proud of me.*

Analysis and justification of the answers

1. B **A** is not the correct answer because they didn't believe she '*had a future as a professional athlete*'.

B is the correct answer as Sarah says '*I don't think they (= her parents) had realised just how good I was*'.

C is not correct because they wanted her to go to university and they thought athletics would affect her schoolwork.

2. C **A** is not right as there is no mention of her wanting to leave home; she does say that she had to leave home early in the morning, sometimes, but for competitions.

B is wrong because she says that her parents helped her a lot.

C is correct because she wanted to prove herself to them and '*do well in my sport even more. I didn't want to let them down. I wanted them to be proud of me.*'

SPEAKING

In the Speaking paper, there will usually be two candidates and two examiners. One examiner is the interlocutor. The interlocutor manages the interview and speaks directly with the candidates. The interlocutor sets up the tasks and gives the candidates their instructions. The other examiner is the assessor. The assessor does not join in the conversation, but marks the candidates' performances. Candidates are usually assessed in pairs, unless there is an uneven number of candidates at a centre. In this case, the last test of the day will be a group of three. This is the only situation in which candidates can be assessed as a group of three.

SPEAKING Part One

(2-3 minutes)

What is the task

The interlocutor leads a general conversation with each of the candidates. He or she will ask questions about your personal details, your hobbies, your daily routines, likes, dislikes, etc. Each candidate will be asked these questions one at a time and at this time you will not speak with the other candidate.

What you need to do

This part of the test is designed to relax you, as most candidates are nervous at the beginning of the speaking test. You will be asked very simple and quite easy questions about yourself. Listen carefully to the questions and give answers that are relevant. That means that you shouldn't start to talk about things that the interlocutor has not asked you about. Try not to give very short answers, and certainly not one-word answers. You can make your answers longer by giving examples or some reasons for what you have said. However, you do not have to say too much at this time.

Let's practise!

Look at these questions and the two answers. One answer is acceptable but weak. The other answer gives more information and so is a strong answer that would earn you a better mark.

Int: *Who do you live with?*
Candidate: Weak answer:
I live with my family.

Strong answer:
I live with my parents and my two younger brothers. We also have my grandmother living with us who is quite old and we also have a pet dog called Sandy.

Int: *Do you study English at school?*
Candidate: Weak answer:
Yes, I have English lessons at school.

Strong answer:
Yes, I've been studying English at school for four years. I enjoy the lessons very much and I have a good English teacher.

EXAM PRACTICE

Phase 1

Interlocutor:
Candidate A, where do you live? (Do you live in ...?)
Who lives with you? (Do you live with your parents?)
Thank you.

Candidate B, where do you live? (Do you live in ...?)
Who lives with you? (Do you live with your parents?)
Thank you.

Sample Answer

I live in Madrid, about a twenty-minute walk from here. It's a nice area and I really enjoy living there because there is a lot to do.

I live with my mother and father and my little sister, Isabel. We also have a pet cat and a dog which both live inside the house with us.

Phase 2

Interlocutor: *(One or two questions for each candidate)*

- How do you get to school every day?
  (Do you walk/take the bus etc?)
- Who is your best friend?
  (What do you like about them?)
- What do you do at the weekend?
  (Have you got any hobbies?)

Sample Answer

I usually walk to school. It takes me about half an hour. However, if the weather is really bad, my mum gives me a lift in her car.

My best friend is called Simon. We have known each other since primary school. I trust him completely and we have a lot of fun together.

At the weekend, I try to get all my schoolwork done on Saturday morning. Then, I am free to have some fun. I usually play basketball and I also go for a coffee with my friends.

SPEAKING Part Two

(2-3 minutes)

What is the task

In Part 2 of the Speaking test, you and your partner will take turns to speak for about one minute. You will both be given one colour photograph to describe. The photographs show everyday situations. You will be asked to describe what you can see in the photograph.

What you need to do

Have a look at your photograph. Try to keep your description simple. Concentrate on describing only what you can see and don't try to talk about other subjects that might be related in some way to the photograph. This is your chance to show the interlocutor how much vocabulary you know and how good your use of English is.

Describe the people and activities in the photographs as fully as possible. Imagine that you are describing the photograph to someone who can't see it. This may include naming all the objects, describing colours, clothing, time of day, weather, etc. If you can't remember or don't know the word for something, try to describe it in another way.
For example, if you couldn't remember the word *'caravan'* you could say, *'They are sleeping in a small home that you can fix to the back of your car and take from place to place.'* You will not lose marks for doing this.

EXAM PRACTICE

1A A School Day out

Interlocutor: Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

Candidate A, here is your photograph. It shows **some children on a school day out.**

Candidate B, you just listen.

Candidate A, please tell us what you can see in the photograph.
Candidate A ..... *(approximately one minute)*

Back-up prompts:
Talk about the people/person.
Talk about the place.
Talk about other things in the photograph.

Interlocutor: Thank you.

Sample Answer

In this photo I can see a group of school children and their teachers. They are all riding bikes and are wearing helmets to protect their heads. Most of them seem to have a rucksack on their back and they are all wearing casual clothes. They seem to be in a square outside a beautiful building and there are flowers next to them, too. They have probably cycled to this place from their school.

There seem to be three teachers who might be telling the children something about the place they are visiting, or maybe they are just having a rest. I think the building behind them could be a palace, or even a big museum. It must be a place that tourists like because I can see lots of people in the background.

1B A family day out

Interlocutor:

Candidate B, here is your photograph. It shows **some people on a family day out.**

Candidate A, you just listen.

Candidate B, please tell us what you can see in the photograph.
Candidate B ..... *(approximately one minute)*

Back-up prompts:
Talk about the people/person.
Talk about the place.
Talk about other things in the photograph.

Interlocutor: Thank you.

Sample Answer

In this photo I can see a group of people, both adults and children. They are probably a family. It looks like they are in a place where you can have a race with something like a small car. I think this is true because you can see the racing road behind them.
There are also lots of trees in the background so it might be in the countryside, or next to a park. They are all wearing very casual, summer clothes and the two men have sunglasses, so it must be a hot sunny day.

You can tell that they are waiting to have their photo taken from the way they are all looking at the camera. Everyone seems to be very happy and having a lot of fun. I don't know if they have already had a race or if they are about to have one.

SPEAKING Part Three *(3-4 minutes)*

What is the task

In Part 3 of the Speaking test, the interlocutor reads the instructions once while you look at a group of images that the interlocutor has given you. These images will give you ideas to talk about with your partner. They will be about a certain situation that the interlocutor will give you. You and your partner will discuss your ideas together, making and responding to suggestions, discussing alternatives, making recommendations and trying to come to an agreement. You can also use any ideas of your own, as long as they are relevant to the situation. You will have 4 minutes to do this task together with your partner. The interlocutor will not speak unless you and your partner run out of ideas before the time is up.

What you need to do

It is very important that this task is a balanced discussion between you and your partner. Don't try to do all the talking but, on the other hand, make sure that you say enough.

Listen to what your partner says and respond to their ideas. It is fine to disagree with them but always be polite.

You should also discuss all the images that you have been given and try not to come to a conclusion too quickly. Try to use a variety of language to show off your speaking skills. Don't worry if the interlocutor stops you. This will be because you have run out of time and this is not a problem. You will not lose marks if you haven't completed the task.

EXAM PRACTICE

Interlocutor:

Now, in this part of the test you are going to talk about something together for about two minutes.
I am going to describe a situation to you.

A group of school children from a city school are going on a school trip to the countryside for the day.

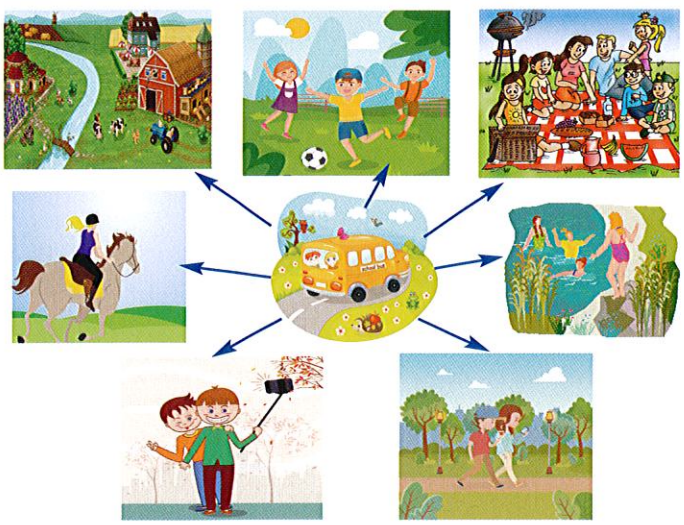
Here are some things that they could do.

Talk together about the different activities and say which would be the most relaxing.

All right? Now talk together.

Candidates ..... *(2-3 minutes)*

Interlocutor: Thank you. (Can I have the booklet please?)



Sample Answer

Candidate A: Well, in my opinion, one of the most relaxing things is to go for a walk in the countryside. The fresh air is good for you and it's a healthy activity, too. What do you think?

Candidate B: I agree with you up to a point, but if you are feeling tired from all the studying and exams, then you may not want to go for a walk. I think it would be much better to do something else, like have a picnic and chat with your friends.

Candidate A: Yes, that's true, as you can really relax when you are with your friends. But maybe playing a game of football is a better idea, as you are with your friends and you are having lots of fun, at the same time. Do you agree?

Candidate B: Not really, because they can play football in the city, too, in a park. The same is true of going for a swim.

Candidate A: Actually, yes, you are right. I don't think taking photos would be very interesting, either, do you? And again they can take photos in the city, too.

Candidate B: That's right, but I think riding a horse or visiting a farm to see the animals would be both relaxing and lots of fun. That's something you can't do in a city.

Candidate A: I agree 100% about visiting a farm but I believe that some children would be too frightened to ride a horse, and it could be dangerous.

Candidate B: That's true so I think we agree that visiting a farm is the best choice.

Candidate A: Definitely.

SPEAKING Part Four *(2-3 minutes)*

What is the task

In Part 4 of the Speaking Test, the interlocutor will ask you questions that are connected to the topic in Speaking Part 3. You will be asked about your likes and dislikes and your habits and opinions. You will either be asked questions individually, or the question may be for you and your partner to answer and discuss.

What you need to do

As in all parts of the Speaking test you must listen carefully to the questions and give suitable answers. Don't forget that there are no right or wrong answers. You are just giving your opinion. Try to talk from your own experiences, as this will make it easier for you to say something. Make sure that you give full answers to the questions and not just a few words. Think about why you think what you do and give examples if you can.

EXAM PRACTICE

Interlocutor:

- Do you think it's important for children to go on school trips? (Why?)
- What would be a good place for a group of school children to visit? (Why?)
- What do you take with you when you go on a day trip?
- Which do you think is more interesting, visiting a city or the countryside? (Why?)
- Do you prefer to go on trips with your family or with your friends? (Why?)

Prompts:

- What about you?
- Do you agree?
- What do you think?

Interlocutor: Thank you. That is the end of the test.

Sample Answer

I think school trips are very important as children get the chance to go somewhere different that they may not have been to before. Also they can spend time with their school friends doing something interesting and have a break from the classroom.

I think museums are always a good place for children to visit because they can learn a lot but they are learning in a different environment from the classroom. However, I believe it needs to be an interesting museum that children like, so that they are not bored.

When I go on a day trip I always take my rucksack with me so that I can carry it on my back and I don't have to carry it in my hands. I usually have a snack and a bottle of water in it. Also I take a camera and my mobile phone with me and some money of course.

I believe that it is more interesting to visit a city, as there are so many different things that you can do and places you can visit. You can go to museums and galleries to learn things or you can have fun in the shopping centres, the cinemas or even at a cafe.

I like going on trips both with my family and with my friends. I don't really prefer one of them except that my parents pay for everything if I go on a trip with them. Also, we go much further because my dad drives us in the car. On the other hand, I usually laugh a lot more and have more fun on a trip with my friends.

GlobalELT

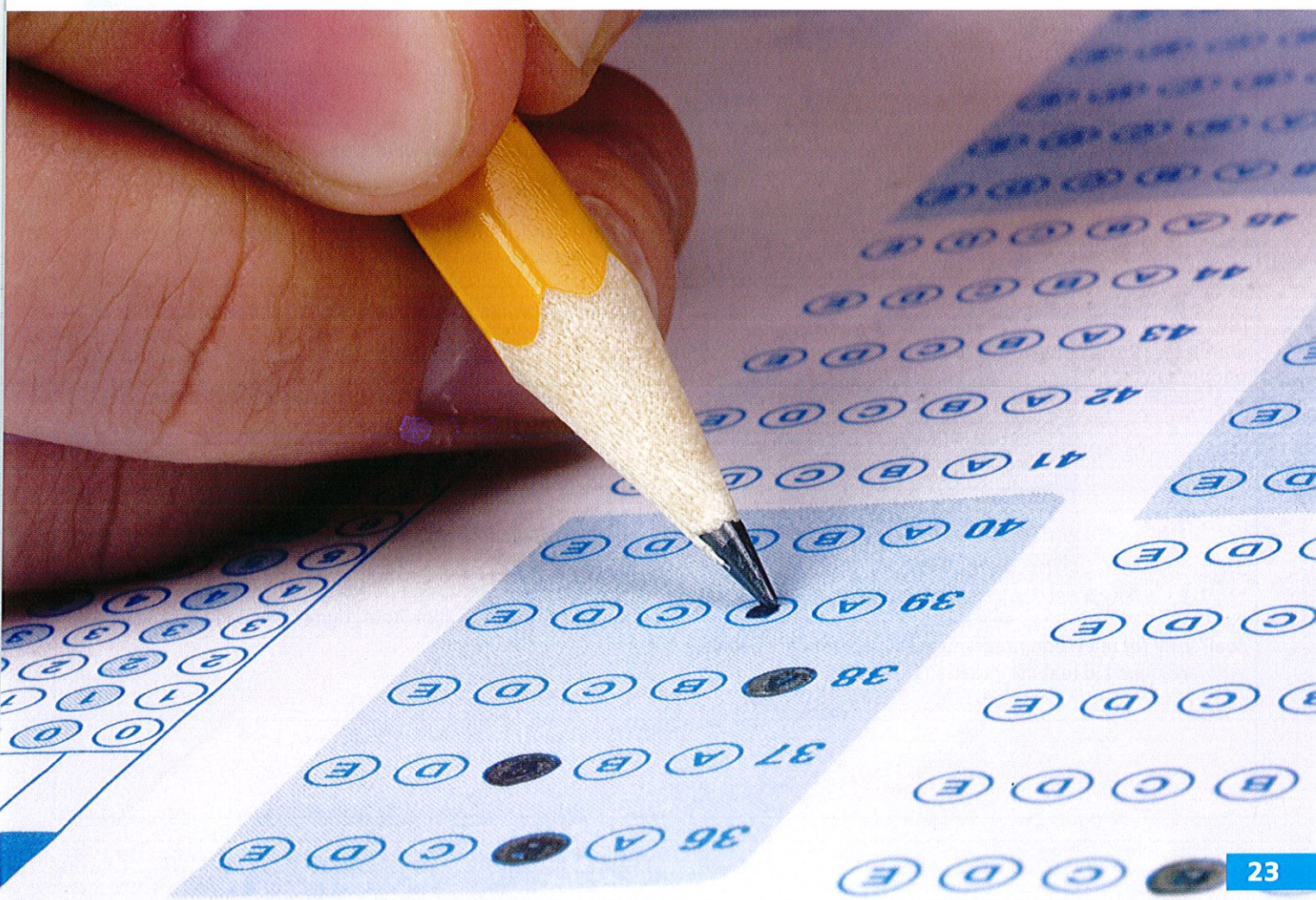
SiMPLY

Cambridge English

B1 Preliminary

for Schools

PRACTICE TESTS



Useful Vocabulary

for Practice Test 1 Reading

Reading - Part 1

annual *(adj)* happening once every year

urgent *(adj)* important and in need of immediate attention

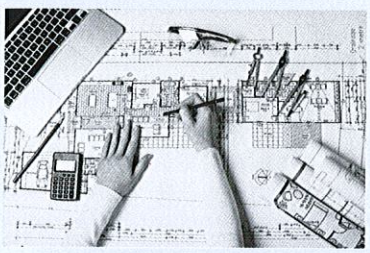
confirm *(v)* to make an arrangement with someone, often by phone or writing

sightseeing *(n)* visiting interesting places when on holiday

theme *(n)* the main subject/topic of a competition, book etc.

Reading - Part 2

designer *(n)* someone who can imagine how something could be made and then draw a plan for it



gossip *(n)* conversations, that might be not true, about other people's lives

reality TV *(n)* television programmes about ordinary people, who are filmed in real-life situations

fantasy *(n)* a story/film, etc that describes a situation that is very different from real life

target *(v)* to direct advertising of a product at a specific group of people

up-to-date *(adj)* with the latest information

unique *(adj)* being the only one of your type

fabulous *(adj)* very good or excellent at something

contain *(v)* to include something as a part

column *(n)* a piece of writing in a magazine/newspaper/blog/website, that is always written by the same person and has a particular subject

bullying *(n)* someone's bad behaviour that intentionally hurts or frightens other people

fiction *(n)* a type of story/book written about not real events and characters

enthusiast *(n)* a person who has a great interest in a particular subject

inspiring *(adj)* something that is making you feel you want to do something

bravery *(n)* when your actions or behaviour is brave

Reading - Part 3

responsibly *(adv)* having good judgment and the ability to act correctly and make decisions on your own

standard *(n)* the level of quality of something

survival *(n)* when a person, organisation, etc. is continuing to live or exist

ban *(v)* to refuse to allow something (especially officially)

Vocabulary Development for Test 1 Reading

Reading - Part 4

youth club ***(n)*** a place where teenagers can go to meet with other teenagers, play sports and do different social activities

recently ***(adv)*** when something started not long ago

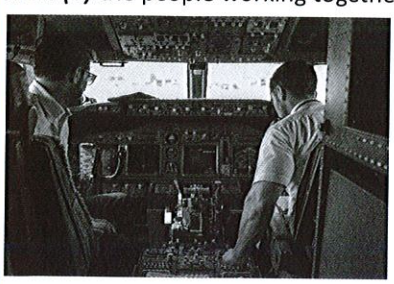
permanently ***(adv)*** staying in the same condition for ever

Reading - Part 5

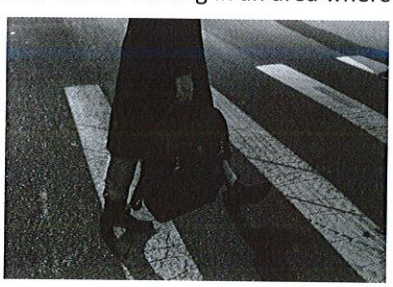
combine ***(v)*** to join together, to put things, ideas, etc together

exclusive ***(adj)*** something limited only for a few people, or one person

crew ***(n)*** the people working together, on a aircraft, ship etc.



pedestrian ***(n)*** someone who is walking in an area where vehicles pass



settle ***(v)*** to remain permanently in a particular place

Exercise A

Choose the correct answer (A, B or C) to complete the sentences.

1. After travelling to many different countries they are planning to ..... in Ireland.
   A target **B** ban **C** settle

2. Our classroom has one of the most ..... computer systems that are available out right now.
   A up-to-date **B** fabulous **C** annual

3. Damien writes a very interesting weekly ..... about global warming in the local newspaper.
   A designer **B** theme **C** column

Exercise B

Choose the correct word (A, B or C) to fill in the gaps.

4. Matthew went ..... in Europe.
5. Can I rely on you to behave ..... while I'm away for the weekend?
6. I can't stand Tom's .....; he always tries to scare the younger students.

4.	**A** sightseeing	**B** gossip	**C** reality TV
5.	**A** recently	**B** permanently	**C** responsibly
6.	**A** designer	**B** bullying	**C** crew

Exercise C

Complete the sentences using the correct form of three of the words in the box below.

combine	fiction	enthusiast	bravery
contain	survival	pedestrian	

7. He really likes science .....; he has watched all the Star Wars films.
8. Two ..... were the victims of an accident today.
9. You can ..... hydrogen and oxygen to make water.

Test 1

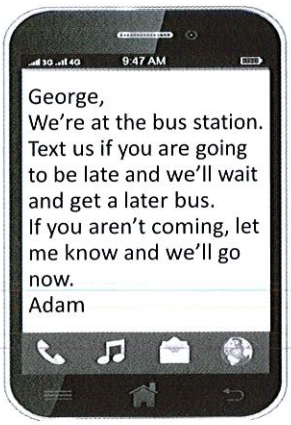
PART 1 Questions 1-5

For each question, choose the correct answer.

Reading Part 1 Exam Tips

- Read the text and choose the sentence which goes with it.
- Look at the layout and the graphics, as this will help you to understand the context.
- Carefully read the three possible answers.
- Read again each possible answer while checking the text and, then, decide which answer is the correct one.
- Read your answer again to check that it matches correctly.

1



- **A.** George should tell Adam if he is going to be delayed.
- **B.** George should tell Adam which bus he is on.
- **C.** George should get a later bus to the station.

2

Dear Mary,
We are having a great time in Rome. There are so many beautiful buildings. We have walked for hours every day seeing all the famous places.
See you when we get home.
Sally

- **A.** Mary will meet Sally in Rome.
- **B.** Sally got tired of walking in Rome.
- **C.** Sally has done a lot of sightseeing.

3

New message
To: John
From: Tina

I've found a great hotel in the centre of Paris. It's close to the River Seine and the Louvre museum. Have a look at the website I sent you and confirm if you want me to book it or not.

Send

- **A.** John needs to see if he likes the hotel.
- **B.** John needs to book the hotel himself.
- **C.** John needs to find a hotel near a museum.

4

IMPORTANT NOTICE

The library will be closing early on Friday for urgent repairs. It will be open from 9am to 2pm and then reopening, as usual, on Monday from 9am to 7pm.

- **A.** The library will not open on Friday.
- **B.** The library will be closed at the weekend.
- **C.** The library will close later than usual on Monday.

5

JUNIOR ART COMPETITION

The annual art competition this year is based on the theme of animals.
It is open to anyone aged from 6 to 16.
There will be two groups:
The under 12s and 12-16 years old.
The competition closes on Friday May 5th.

- **A.** The competition is only for children who have a pet.
- **B.** Children must paint or draw a particular subject.
- **C.** Children can compete in both groups if they want to.

TEST 1

PART 2 Questions 6-10

For each question, choose the correct answer.

The people below are all looking for a magazine to read.
Look at the descriptions of eight magazines.
Decide which magazine would be the most suitable for the people below.

Reading Part 2 Exam Tips

- First read the eight texts (**A – H**) and then read the five descriptions of people.
- Compare the texts to the people to find a possible match. Make sure that all the person's information matches the correct text.

6. Tony loves animals and would like to be a vet. He enjoys walking in the countryside and taking photographs of animals and plants. He cares very much about the natural world around him. **6** ☐

7. Gemma is a very good artist and she is thinking about going to art school to train as a clothes designer. She likes watching celebrities on TV to see what they are wearing, but she isn't interested in celebrity gossip. **7** ☐

8. Martin is very shy. He has just moved to a new school and is feeling quite lonely. He'd also like to get fitter but is not sure how to do it. **8** ☐

9. Nick and Tony love pop music and reality TV. They love to follow what the latest young stars are doing and they travel to different places to try to meet their favourite singers and actors. **9** ☐

10. Georgia likes to read and she also writes short stories about her life and the people around her. She has also started to write fantasy stories for children. She would like to read things written by people her own age. **10** ☐

MAGAZINES

A. J-14 is always among the best magazines for teens. It's one of the first magazines to target a teen audience with articles focused mainly on today's celebrity issues. So if you want to stay up-to-date monthly on what Selena Gomez, One Direction, and other young stars are doing, J-14 may be the perfect magazine for you!

B. Twist keeps you up-to-date on all of the fashion and beauty choices of our favourite celebs. It is your number one choice when you need someone to give you ideas on how to develop your own unique and fabulous style! Twist also contains fun, teen-targeted quizzes that are certainly worth trying!

C. Glitter is a magazine "for girls who rock". If you're looking for more than gossip, you're in luck! Glitter has a fabulous book club column that discusses hot new books. Glitter also has a "real people" section where everyday people can share their stories with you.

D. Young World is a magazine for teenagers who care about their environment. It is full of interesting articles about the natural world and gives teenagers lots of advice about how they can be more environmentally friendly. It also organises special events that teenagers can attend in order to learn more things about the environment.

E. Live your Life is a magazine for teenagers that talks about teenage health and problems and gives lots of interesting and helpful advice. It has a popular Problems Page where teenagers can write and ask for advice on anything that is worrying them, such as bullying, exams and how to be more confident.

F. Teen Ink is an online and print magazine with articles written only by teens and for teens. But unlike most magazines, Teen Ink has also fiction and poetry sections! So if you're a young literature enthusiast, you should start reading Teen Ink! It is definitely not just another teen magazine like the ones you are used to reading.

G. Teen Heroes is a magazine that focuses on famous people that have lived in the past and are still alive today. It is full of inspiring articles and stories of bravery and achievement. It also has art and history competitions as well as information about museums all over the world.

H. Fit for Life is a teen magazine about sporting heroes and teams around the world. It has special features on events, such as The Olympic Games and world sporting championships in every sport you can think of. There is always a special article on extreme sports, too, and on how you can get involved in them.

PART 3 Questions 11-15

For each question, choose the correct answer.

The New Forest

by Simon Finch

Last week my school got the chance to take part in a week's work experience in The New Forest. We were helping a charity that protects and counts the ponies that live in The New Forest. It was really interesting work so I was excited to be able to take part. The ponies are free to go wherever they want to, which is wonderful, but it also puts them in danger sometimes. I stayed in a beautiful wooden hostel in the middle of the forest with some other charity workers. It was a basic building but warm and cosy and I got a free bed and food while I was working with the ponies. We shared a dormitory with eight beds in it, so at night we chatted to each other and I really got to know everyone.

One of the things that shocked me during my time in the forest was that tourists do not act responsibly in the forest. I can understand that they are excited about seeing the ponies and that they have come to enjoy the beautiful forest, but they don't understand that they shouldn't get too close to the ponies. This isn't because the ponies are dangerous. Actually, quite the opposite is true as they are usually very friendly. They will often come up to tourists who are having a picnic and try to steal their food, which is really funny. The problem is that the ponies should not be encouraged to get too close to people in case they start to depend on them.

Unfortunately, many ponies are hit by cars every year. There are several roads that go through the forest and tourists drive way too fast. I don't think people realise that they are causing problems and there should be lots of notices everywhere, telling them how to behave near the ponies.

Generally, it was a wonderful experience and it has taught me that I want to study for a degree in animal behaviour. This is something I wouldn't have thought about before. I'll probably study in London as I love living in the city and I will definitely come and help in the forest again. I'm so happy that I spent the week working with the ponies. It was not only educational and interesting but a lot of fun, too.

11. Simon describes the accommodation

A. as quite uncomfortable, having to share a room with others.
B. as standard but inviting for guests.
C. as unexpectedly modern and luxurious.
D. as expensive, if one takes into account what was offered.

12. What was Simon's attitude towards tourists?

A. He enjoyed talking to them about animal issues.
B. He thought they should not be allowed in The New Forest anymore.
C. He believed they needed to be more educated about the ponies.
D. He tried to teach them about the wildlife in the forest but failed.

13. One of the problems ponies face is that

A. people treat them very badly.
B. they live in bad weather conditions.
C. they die as a result of car accidents involving tourists.
D. they are completely dependent on humans for their survival.

14. What effect has the experience had on Simon?

A. He wants to live near the forest.
B. He wants to study animals at university.
C. He wants to buy a pony if he can afford to.
D. He doesn't want to work with a charity again.

15. What might Simon say about his experience in The New Forest?

A. After spending a week helping in The New Forest, I am more certain than ever that animals need our help and attention.

B. The New Forest is slowly being destroyed and this is why the government should try to protect it.

C. The wild ponies of The New Forest can be quite dangerous and tourists have to protect themselves from them.

D. I joined a project to ban all tourists from The New Forest in order to protect the wild ponies.

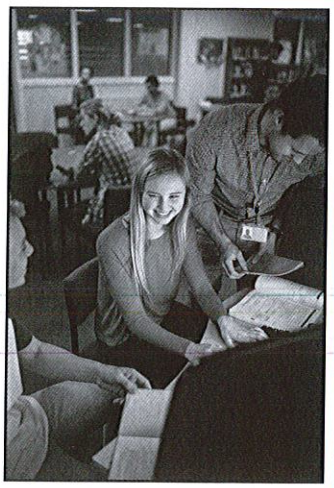
Reading Part 3 Exam Tips

- First, read quickly (skim) the text and get a general understanding of what the text is about. Now carefully read the text again word by word.
- Make sure that you work on one question at a time and carefully compare each option before selecting the right one.
- Have another look at the option you have chosen and check again that it does match the question.
- Questions 11 to 14 are in the same order as the information appears in the text.
- Question 15 looks at the overall meaning of the text.

PART 4 Questions 16-20

Five sentences have been removed from the text below. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

Creating a youth club



Last summer our town achieved something quite special. We created a youth club in the town centre. Before that there was absolutely nothing for the young people to do after school and at the weekends. **16** ☐ It took a long time to finally open the youth club. First of all, we had to find a building that we could use. We put up posters all over the town asking people to help us find a place. We were very lucky because after a couple of weeks someone said we could have an old shop that had been closed for a year. **17** ☐ Best of all, he said, we did not have to pay anything to use it. The only thing we had to promise to do was to keep it in good condition.

Once we had a building, lots of people came to help us paint the rather dirty rooms and put furniture in it. **18** ☐ Then, a big business in the town gave us three computers and a large TV. The local football team gave us some sport and fitness equipment and they send a coach twice a week to do health and fitness classes with us. **19** ☐ There we can buy drinks and snacks. My mother often bakes cakes for the cafe. We also do lots of art at the youth club. We put our pictures on the walls to make the place look really interesting and colourful.

I think the most important thing about our youth club though is that it is a place that young people can go to if they are feeling lonely and want someone to talk to. Also, there is a homework room where we can sit quietly and study. This is useful to me because I have to share a room with my little sister at home. **20** ☐ Obviously that makes it hard for me to concentrate on my school work.

Creating the youth club, in my opinion, is the best thing that has happened in our town recently.

A. We didn't have to buy anything as so many people gave us chairs, tables, desks etc.

B. However, the shop wasn't suitable for what we needed.

C. I love her very much but she talks all the time and makes a lot of noise.

D. As a result, people were very bored and it was difficult to make new friends.

E. The building was clean and bright so we didn't have to do anything to it.

F. She always behaves very well because she is shy and quiet.

G. The owner did not want to rent it to anyone and that's why he said we could use it permanently.

H. Some of the parents run a small cafe in the youth club, too.

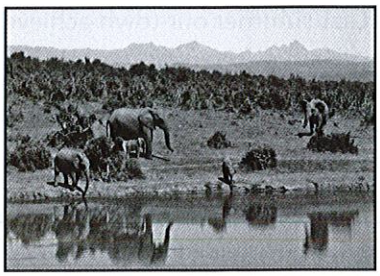
Reading Part 4 Exam Tips

- First, read the whole text in order to get a general understanding.
- Look at each gap and see which of the sentences would fit best in the gap.
- Read the sentences before and after your answer choice and check whether it fits in grammatically and if it allows the story to flow nicely.
- Then, have a look at the other answer choices to make sure that they don't fit in the gap.
- Read the whole text again as well as your answers, to check that it all makes sense.

PART 5 Questions 21-26

For each question, choose the correct answer.

Holidays in Tanzania



For those who want special holidays away from the **(21)**....., while staying in truly luxurious safari accommodation, why not combine the exclusive and less-visited national parks of Ruaha and Selous? Then, add Zanzibar island to **(22)**..... the perfect beach and wildlife experience.

(23)..... in the southern part of Tanzania, Ruaha and Selous national parks are in less known areas and they provide a unique safari experience **(24)**..... with the northern part of the country, which is the more usual tourist **(25)**..... . Unlike the north, the south has a variety of animals to see throughout the year, with boat trips on many lakes and rivers being a wonderful way to see elephants, hippos and crocodiles up close. After the safari, you can jump on a plane and in a few hours find yourself **(26)**..... some of the best beaches in the world.

21.	**A.** audiences	**B.** crew	**C.** crowds	**D.** pedestrians
22.	**A.** suggest	**B.** create	**C.** support	**D.** involve
23.	**A.** Located	**B.** Invented	**C.** Settled	**D.** Seated
24.	**A.** added	**B.** compared	**C.** invited	**D.** applied
25.	**A.** city	**B.** package	**C.** neighbourhood	**D.** destination
26.	**A.** examining	**B.** researching	**C.** exploring	**D.** inventing

Reading Part 5 Exam Tips

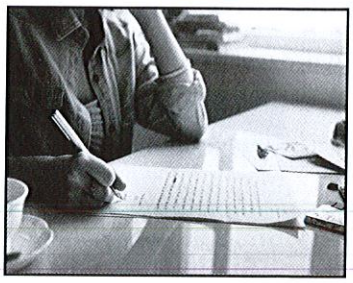
- First, skim (read quickly) through the text in order to get an understanding of what the text is about.
- Look at the six gaps and select the correct option; that is the answer that makes sense and at the same time makes the sentence grammatically correct.
- After selecting your answer, read the sentence with the other answer options to make sure that they are wrong.
- When you have selected all the correct answers, read the text again to make sure that all the sentences are now grammatically correct and that they sound right.

PART 6 Questions 27-32

For each question, write the correct answer. Write ONE word for each gap.

Having a pen friend

by Jane Cooper



I've had an American pen friend **(27)**..... I was twelve years old. So we have been writing to **(28)**..... other for four years. There are many good things about having a pen friend. I think it is important that you write to someone **(29)**..... is the same age as you because then you will probably share some interests. Also, you should remember that **(30)**..... you want to improve your language skills, you should have a pen friend that speaks the language that you are learning. Some people even become good friends with their pen friend and they go to visit them. This is a really special thing as you get to meet their family and see how their life really **(31)**..... . But you shouldn't think that pen friends are just for young people. People of **(32)**..... ages enjoy writing letters, or even sending emails, so it's never too late to start.

Reading Part 6 Exam Tips

- First, you should skim through the whole text to get a general understanding.
- Then, look at all the gaps one by one and try to think of one word that could be the correct answer.
- Check that you are spelling the words right.
- When you have answered all the questions, read the whole text again to make sure that the sentences make sense now, and that they are grammatically correct.

WRITING

PART 1

*You **must** answer this question. Write your answer in about **100 words**.*

Question 1

Read this email from your English-speaking friend John and the notes you have made.

EMAIL

From: John

Subject: Paul's birthday

Hi,

Great ...

I'm so excited. It's Paul's birthday on Saturday.

Yes ...

His family and I have talked about having a garden party. What do you think? Hope the weather's good during the weekend!

I guess we also need to think about food and music. Should we have a barbecue or just some snacks? I'm not sure.

Suggest ...

Anyway, have you got any ideas for a present? I was thinking you'd know what he'd like.

Tell ...

Write soon,

John

Write your **email** to John using **all the notes**.

Question 1 WRITING TUTOR

Writing Ideas

- Make a note of any questions asked in the email.
- Create an answer for each question.
- Use vocabulary relating to having a party.
  dancing, DJ, games, blankets, grass
- Also, use vocabulary relating to food and eating.
  sausages, burgers, salad, fish, vegetarian, ice cream, cakes
- You can use phrases like: *Do you think, Why don't we, I think we should, Why not, I think it's a great idea*

Suggested Structure

- **Paragraph 1** - Thank John for the email and say you are excited about the party.
- **Paragraph 2** - Answer his first question.
- **Paragraph 3** - Answer John's other questions and any ideas you have that can go with your answers.
- **Paragraph 4** - Write your own suggestions.

TEST 1

PART 2

*Choose **one** of these questions.*
*Write your answer in about **100 words**.*

Question 2

You see this notice on an international English website for young people.

Articles wanted!

Smartphones

Write an article telling us what you use your smartphone for and how often you use it. Do you think that smartphones will change much in the future or not? Why or Why not? The best articles answering these questions will be published next month.

Write your **article**.

Question 2 WRITING TUTOR

Writing Ideas

- Read the question properly and make a note of what is required.
- Think of how often you use your smartphone.
- Think of the things that you use it for. Do you use it for *texting, phoning people, using the internet, playing games* etc?
- You can use phrases like: *I quite often, sometimes I, I like to*
- Think about how smartphones might change in the future.
- You can use vocabulary and phrases like: *hi-tech, screen, easy/complicated to use, do work on your phone, translate languages, new technology*

Suggested Structure

- **Paragraph 1** - Say how often you use your phone.
- **Paragraph 2** - Say what you use your phone for.
- **Paragraph 3** - Say how you think smartphones might change in the future.
- **Paragraph 4** - Finish off with a closing comment.

Question 3

Your English teacher has asked you to write a story.
Your story must begin with this sentence:

I realised that I did not have enough money to pay the bill.

Write your **story**.

Question 3 WRITING TUTOR

Writing Ideas

- You need to use your imagination.
- Ask yourself what sort of problems you have.
- Think about how you can pay for the bill.
- Is there someone that can help you?
- Imagine how you would feel at this time.
- Use phrases like: *I didn't know what to do, I was embarrassed, I was very worried, I suddenly had an idea.*

Suggested Structure

- **Paragraph 1** - Use the sentence given and say where you were.
- **Paragraph 2** - Say how you felt.
- **Paragraph 3** - Explain what you decided to do.
- **Paragraph 4** - Say what happened in the end.

PAPER 3 LISTENING

PART 1 Questions 1-7

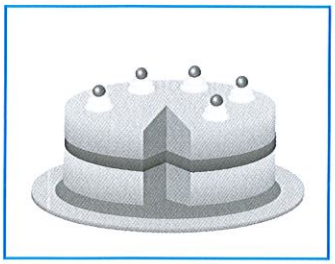
For each question, choose the correct answer.

Play audio

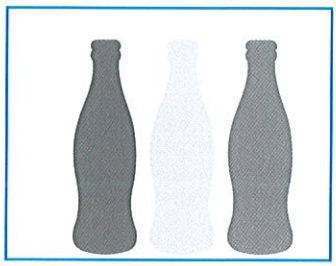
Listening Part 1 Exam Tips

- First, look at the 3 images/options carefully.
- Then, read the question.
- Now, listen to the first listening and choose the best answer. Have in mind that all 3 options are heard in the recording, but only one of them is the correct answer.
- During the second listening check that you have selected the right answer by checking the information again.

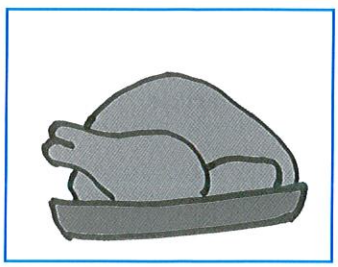
1. What will the girl bring to the dinner?



A ☐

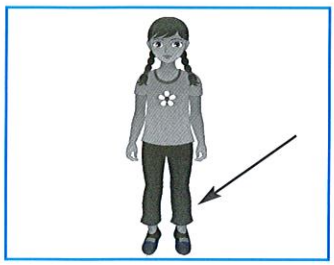


B ☐

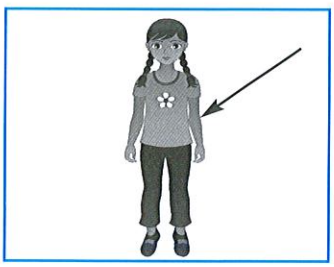


C ☐

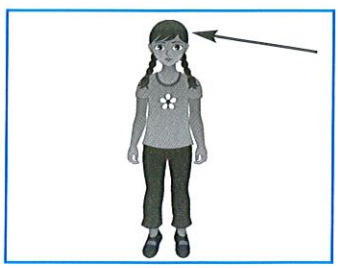
2. Where is the girl hurting now?



A ☐

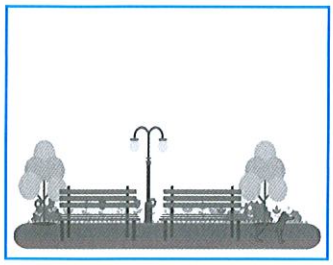


B ☐



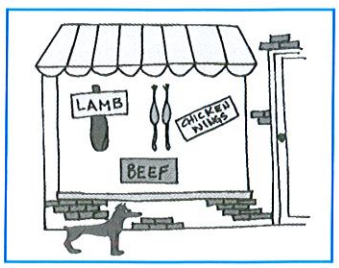
C ☐

3. Where was the dog found?



A ☐

B ☐

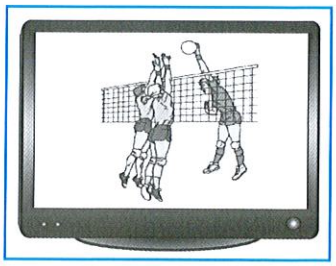


C ☐

4. What programme does the girl want to watch on TV today?

A ☐

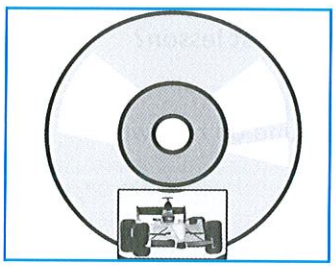
B ☐



C ☐

5. Which DVD did the boy like most?

A ☐



B ☐

C ☐

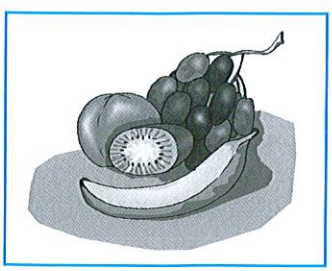
6. Which sport did the girl do for the first time last summer?

A ☐

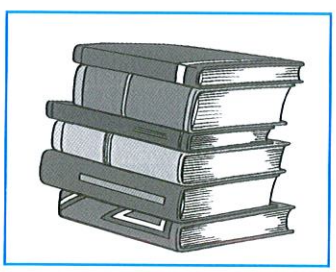
B ☐

C ☐

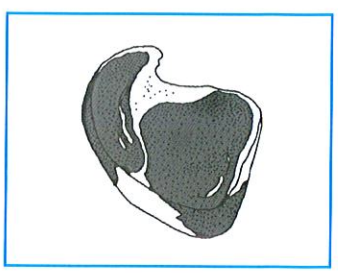
7. What can you buy half price today?



A ☐



B ☐



C ☐

PART 2 Questions 8-13

For each question, choose the correct answer.

8. **You will hear two friends talking about a family visit to a cafe.**
What did the girl's mother like best?

A. the apple juice

B. the pictures hanging on the walls

C. the cake along with her drink

9. **You will hear a boy talking about his big brother learning to drive.**
How did the boy's brother feel about his first lesson?

A. quite nervous as he was afraid of crashing

B. excited to have the chance to get around on his own

C. bored as he already knew how to drive

10. **You will hear two friends talking about getting a Saturday job.**
The girl thinks that

A. it's a good idea to look for a job.

B. they would both be too tired.

C. they should take any job they can get.

11. **You will hear two friends talking about a film they have seen.**
What do they agree on?

A. The film was better than they had expected.

B. The characters were not believable.

C. There should have been less action.

12. **You will hear a boy telling his friend about a school trip to a museum.**
How did he feel about it?

A. He would be willing to visit it again soon.

B. He thought it was a waste of time.

C. It was more interesting than he had expected.

13. **You will hear two friends talking about a new teacher.**
They think the new teacher is

A. more interesting than the rest of the teachers.

B. funny and never gives them any homework.

C. too serious sometimes.

Listening Part 2 Exam Tips

- First, look at the sentence before the question. Then, read the question and the three possible answers.
- When you listen for the first time, you should concentrate on understanding what is being said and try to choose the correct answer.
- Before the second listening, have a look at your answers.
- During the second listening, check your answers again, against the information given to you.

Listening Part 3 Exam Tips

- First, listen to the instructions and use the pause in the recording to read the text with the gaps. Think about the sentences and try to **predict** what you think you might hear.
- The sentences are in the same order as the recording.
- While you are listening for the first time, make a note of words and short phrases which you can use to answer the questions.
- The correct words for the answers are all in the recording. Don't try to change the words or write your answers in note form.
- While you listen to the recording again, check your answers and make sure that they make sense in the sentence.
- Check your spelling is right.

PART 3 Questions 14-19

Play audio

For each question, write the correct answer in the gap.
*Write **one** or **two words** or a **number** or a **date** or a **time**.*

You will hear a student called Andreana giving a presentation to her class about her father's job.

Flying High

Andreana's project is about **(14)** _____ .

After university, her father worked as a teacher in a **(15)** _____.

On his first flight **(16)** _____ passengers were travelling to Italy on his plane.

Difficult passengers and bad **(17)** _____ are problems that a pilot has to deal with.

Andreana's father says that some plane travellers feel that they lose **(18)** _____ of their life when flying.

She says that he drinks a cup of **(19)** _____ just after his plane has taken off.

PART 4 Questions 20-25

Play audio

For each question, choose the correct answer.

You will hear an interview with a young writer called Darren.

Listening Part 4 Exam Tips

- Have a look at and listen to the instructions. During the pause in the recording, read the questions to understand the context.
- Pay attention to the meaning of the text. While you listen to the first recording, get an understanding of the context and choose the best answers.
- While you listen to the recording again, have a look at your answers to make sure they are right.

20. When did Darren first start to write stories?

A. after reading a lot while he was a child

B. when he was recovering from an illness

C. while he was in hospital

21. Writing helped Darren to

A. help his family financially.

B. talk more to his friends and family.

C. become one of the happiest teenagers.

22. Why didn't Darren send his book to a publisher?

A. He wanted to write a second book first.

B. He wanted to finish his therapy first.

C. He didn't think it was good enough.

23. Darren's family read his book because

A. they were anxious about his feelings.

B. they always liked the stories he writes in his diary.

C. they wanted his sister to make a copy of it.

24. How did Darren feel when the publisher emailed him?

A. He was excited about the opportunity he was offered.

B. He thought it was a joke.

C. He was angry at his parents for going behind his back.

25. What does Darren plan to do next?

A. write another book immediately

B. get a proper job

C. go to university

Useful Vocabulary

for Practice Test 2 Reading

Reading - Part 1

volunteer *(v)* to offer to do something without expecting to get paid

candle *(n)* a stick of wax, with a piece of string in the middle of it, that you burn in order to produce light

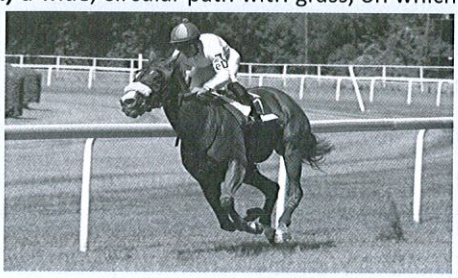
decoration *(n)* making something look nice by putting things on it

Reading - Part 2

freeze *(v)* to make something become cold and often hard, because it has reached a low temperature, below 0°C

freezer *(n)* a large container that works with electricity and is used for freezing food

race track *(n)* a wide, circular path with grass, on which horses race



Reading - Part 3

reassure *(v)* to make someone stop worrying

career advisor *(n)* a person whose job is to advise others about what type of work they could do

advisor *(n)* a specialist who gives advice on subjects he/she knows a lot about

basic *(adj)* simple and not complicated

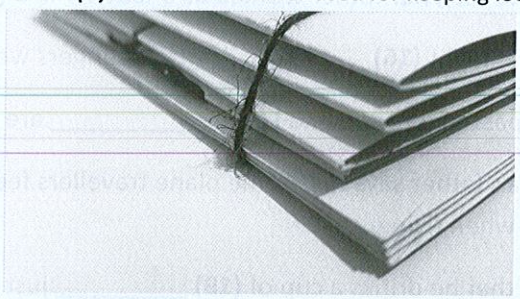
medical *(adj)* having to do with medicine and the treatment of diseases and injuries

training *(n)* the process of learning all the skills you need, for a job, profession or activity

sailor *(n)* someone who works on a boat or a ship

navy *(n)* the part of the armed forces that are trained to fight at sea

folder *(n)* a folded container used for keeping loose papers in



Reading - Part 4

spectator *(n)* someone who watches a performance, a sports event, etc

tradition *(n)* an old belief, custom or way of acting that people in a group (national, local, religious, etc) have continued to follow

Reading - Part 5

paperwork *(n)* the written records that you need for a particular journey, job etc.

e-ticket *(n)* a ticket in electronic form (on the mobile, etc) usually to travel, to go to the theatre, etc

hold luggage *(n)* small bags that passengers are allowed to carry with them on an aircraft

cabin crew *(n)* the people in an aircraft whose job is to look after the passengers

clue *(n)* a sign or fact that you discover and helps you find the answer to a problem, question, or mystery

prediction *(n)* something that you say about what you think will happen in the future

common *(adj)* the same in many places (or for many people)

allowance *(n)* an amount of something (usually money) that you are officially allowed/given

Reading - Part 6

come round go to a place, especially someone's house, in order to visit them

sound effects *(n plural)* the recorded sounds in a film, TV or radio programme that are added to make it seem and sound more realistic

Vocabulary Development for Test 2 Reading

Exercise A

Choose the correct answer (A, B or C) to complete the sentences.

1. Nathan put all his school paper into his blue ..... .
   A race track **B** folder **C** paperwork

2. Jennifer's grandfather was a ..... in the Royal Navy.
   A sailor **B** spectator **C** career advisor

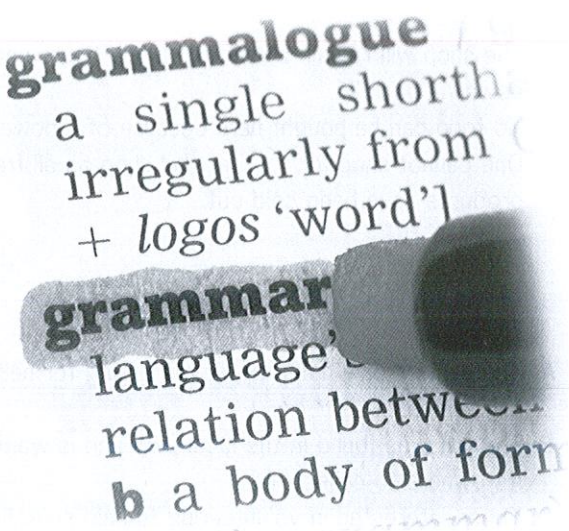
3. She graduated from high school last summer and now she is a ..... student.
   A basic **B** medical **C** common

Exercise B

Choose the correct word (A, B or C) to fill in the gaps.

4. Once you enter the plane you should put your ..... in the locker over your head.
5. Mrs Smith had to ..... Carol that she was able to take part on the sports competition.
6. It's a family ..... to eat together on Christmas Eve.

4. **A** e-ticket **B** hold luggage **C** clue
5. **A** volunteer **B** freeze **C** reassure
6. **A** training **B** prediction **C** tradition



Exercise C

Complete the sentences using the correct form of three of the words in the box below.

sound effects	allowance	prediction	clue
cabin crew	career advisor	decoration	

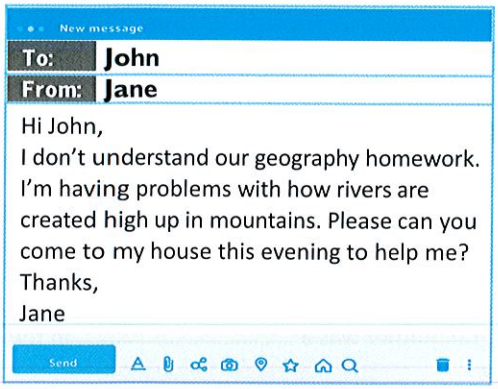
7. If you do not know what you want to do after school you should visit a ..... .
8. The ..... had to be cheap and practical for a family home.
9. We have no ..... where Mandy is.

Test 2

PART 1 Questions 1-5

For each question, choose the correct answer.

1



What does Jane want John to do?

A. meet her at school this evening to do some homework together

B. help her understand something she can't on her own in a school subject

C. explain how mountains are created as she has trouble understanding

2

A. Jim's mum will be cooking dinner tonight later than usual.

B. Jim's mum can't go to the supermarket on her way back from work.

C. Jim's mum will not be home at her normal time today.

3

CLOSED

Our shop will be closed all day due to a problem with the electricity. We don't have any lights and our freezers don't work. We have sent all our food to another shop to keep it fresh.

A. The shop will remain closed for a few hours until the power is back on.

B. No food can be bought here because of a power cut.

C. One cannot shop for food at this shop as all fresh products have been sold out.

4

LOST

Our small cat is missing. We last saw him on Friday evening next to the park. His name is Tiddles and has black and white hair. If you see him, please call 09987-555-254.

A. The owners of a missing pet are asking for help to locate him.

B. The cat was found in the local park and is waiting for its owners to collect him.

C. Those interested in volunteering to help search for Tiddles should contact his owners by phone.

5

Bob's Burger Bar

Book your birthday parties at Bob's Burger Bar. We have a special menu which includes burgers, pieces of chicken, chips, soft drinks and a big chocolate cake with candles. Go to our website and fill in the form.

A. If you want to have a party at Bob's Burger Bar, you can decide on the birthday menu online.

B. Bob's Burger Bar can make preparations for your birthday party including food and decorations.

C. Bob's Burger Bar is a suitable place to celebrate a special occasion with one's friends.

PART 2 Questions 6-10

For each question, choose the correct answer.

The people below all enjoy going to sports events. There are descriptions of eight places where people can see different sports. Decide which sports event would be the most suitable for the following people.

6. Jane loves the cold and drinking lots of tea. She puts on some warm clothes, makes a lot of tea and goes climbing to watch sports events. She doesn't watch sports in the summer. **6** ☐

7. Paul doesn't like noisy sports. During the winter he doesn't go to any sports events. He likes going to an event with his friends and having a picnic. He hopes it doesn't rain. **7** ☐

8. Dean and Jim like watching team sports and follow their team all over the country. They like to stand and shout really loud when their team scores. They always buy burgers and chips at half time. **8** ☐

9. When Helen is on her summer holidays, she gets up early in the morning and goes swimming. She then finds a nice place to sunbathe. From where she is, she can watch her favourite sport. **9** ☐

10. Carol usually books her seats in advance for the event. In the morning she prepares some sandwiches to have during the event. She talks a lot and sometimes event staff tell her to be quiet. **10** ☐

SPORTS EVENTS

A. Cricket
Cricket is a nice and relaxing sport to watch. One game can last all day, so you will need to take a cushion with you. Some people take a picnic with them. People are usually very quiet while watching cricket. They only shout and clap when a player scores points for their team. Cricket is only played in the summer and is postponed if it rains.

B. Tennis
Most tennis competitions take place outside and need the weather to be warm and dry. There are very few seats compared to other sports so it can be difficult to get tickets. These competitions can take all day so people take their own food and drinks with them. One of the rules of watching tennis is that you must be very quiet while the athletes are playing. When players score a point, the crowd claps.

C. Skiing
Skiing is a winter sport and a lot of snow is needed. Skiing competitions take place in countries which have mountains. It can be very cold watching skiing. Most people take a special bottle with tea or coffee to keep them warm. There is a lot of waiting when watching a ski competition and when someone skis past, you only see them for about 10 seconds.

D. Football
Football can be a very noisy game and is played all year round. For the important matches, some stadiums can hold around 90,000 people. Some people have to stand all the time. Football fans often have to travel a lot when their team plays away. You are not allowed to take your own food into the stadium. They sell hot food and drinks.

E. Basketball
Basketball is played inside and there are two teams that try to get the ball into the basket the most times. People who watch basketball are sometimes noisy but not as much as football fans, for example. Basketball can be played all year round and it doesn't matter what the weather is like outside. You can't take food into the stadium, but members of staff go around the stadium selling cold snacks and drinks.

F. Horse Racing
Horse racing is an event that lasts all day and has lots of different individual races. These events take place all year round and in all weathers except for snow or if the ground is frozen. Lots of people take picnics and can park their car near the race track. There are usually a few restaurants available with views of the race track.

G. Beach Volleyball
This is a very popular sport in the summer by the seaside. Many games are played on public beaches, so anybody can go and watch. The players don't wear shoes because they are playing on the sand. As it is public, anyone can take food and drinks to the matches. But there is too much sand to have a picnic when watching beach volleyball.

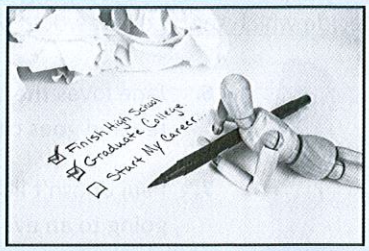
H. Rugby
Rugby players carry the rugby ball, but they can kick it if they want. Rugby is also a very popular game but the people who watch rugby are usually better behaved than those who watch football. Food is not allowed in the stadium but is available to buy. People watching rugby usually stay sitting down. This sport is played all year round.

PART 3 Questions 11-15

For each question, choose the correct answer.

So what happens after school?

by Sam Adams



I was wondering what I should do with my life when I finish school. My parents told me that I still had a couple of years ahead of me but that did not reassure me. So I went online and found everything about career advisors.

Most secondary schools in England have members of staff who give careers advice to their students. They are called careers advisors. A year before they leave school, the careers advisor will talk to the students one by one and ask them what they want to do in the future. The advisor will look at the students' grades to see what subjects they are stronger in. For example, if they are good at maths, they can become an accountant.

The advice is not just about the part of finding a job; it's also telling the student what university course they must do first. If a student wants to become a lawyer, he or she will have to go to university for three or four years to study law. However, if someone wants to be a doctor, they will need good grades in biology and other science subjects. With good grades, they can go to university and do their basic medical training which is six years. But their studying doesn't finish at university. They then have to study at hospital for another two or three years.

The careers advisor also helps students who don't have the grades to go to university. The advisor helps the students with their CV and shows them how to find and apply for jobs. Sometimes there are short courses they can do to learn a new skill quickly. For example, they can go on a hairdressing course and then learn more while they work. Some organisations offer training on the job, such as factories and farms. The government has many areas which offer possibilities for those who can't go to university. Students can join the army and be trained to become a soldier, or if they want, they could become a sailor with the navy.

So I guess that now I shouldn't be feeling so anxious. When the time comes, I'll make sure I'll ask a careers advisor for help.

11. How do career advisors meet the students?

A. in a small group
B. in individual meetings
C. all the class together
D. the whole school at the same time

12. What does the advisor look for before giving advice?

A. what the student isn't very good at
B. university courses in other countries
C. what the student is better at
D. the student's CV and folder

13. What happens after studying medicine at a university?

A. The student must go on to study biology as well.
B. The student can train others to become doctors, too.
C. The student can practise medicine immediately after.
D. The student carries on learning for another few years.

14. How do advisors help students with not very good grades?

A. They show them the best way to get a job.
B. They help them with on-the-job training.
C. They give extra classes to help them get to university.
D. They take them to a farm and a factory to show them their options.

15. What would Sam text to a friend who seeks career advice?

A. I'm as worried as you are as I don't know what options are available for us.

B. I guess you could ask your parents for help; that's what I did.

C. There is no need to panic as there are people at school that can help you with that.

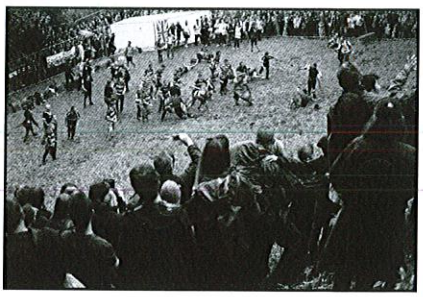
D. Your teachers will make career decisions for you so that you don't have to deal with it.

PART 4 Questions 16-20

Five sentences have been removed from the text below. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

The most unusual festival I've been to

by Diane Key



Last year I visited a small village near the city of Gloucester, England, where a very special and unusual race takes place once a year. It's called 'Cooper's Hill Cheese-Rolling'. On a Saturday at the beginning of spring, people from all over the world go to Cooper's Hill to see the race. The first written information about the race was in a message sent to the local government in 1826. **16** ☐ So nobody knows when it really started. Each year, the event becomes more and more popular with people coming from all over the world to take part and to watch. **17** ☐

The way the race works is as follows. There is a very large piece of cheese, which is round, like a wheel, and weighs about 4 kilograms. **18** ☐ One of the people in charge of the event sends the large piece of cheese down the hill and half a second later everyone taking part runs down the hill after the cheese. **19** ☐

In the past, the cheese has hit people watching the race and injured them. It's not just the spectators who get injured; many of the people running down the hill get serious injuries, too. The injuries are usually broken ankles and legs as the runners lose control coming down the steep hill. **20** ☐ There are also lots of local people helping to catch the runners, so they don't fall over and hurt themselves; they are called 'catchers'.

This event has become so famous that it appears on television all over the world on the BBC network and, also, on Trans World Sport. People watching this event think it is very strange and that the people taking part are crazy.

A. It has wood around it to protect it.

B. The police think the event is very dangerous.

C. Winners of the event have come from the United States, Australia, New Zealand and Nepal.

D. Sometimes they use an old tyre.

E. The words in this message showed that this event was already a tradition then.

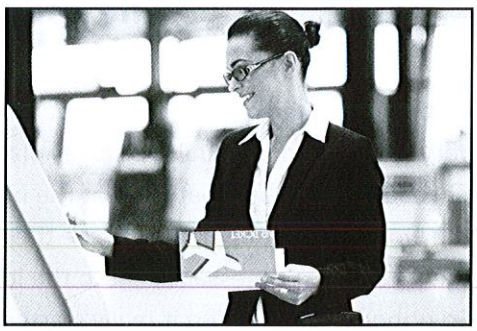
F. That's why, at the bottom of the hill, there are lots of ambulances and medical staff.

G. The first person over the finish line at the bottom of the hill wins the cheese.

H. Children are not allowed to eat the cheese.

PART 5 Questions 21-26

For each question, choose the correct answer.



My first flight

Last week my family and I travelled by plane for the first time. I must admit we all had a few questions that we were too **(21)**..... to ask anyone and I guess there are many other teens that could use some **(22)**..... to help them go through their first flight.

So, first, make sure you arrive with all the **(23)**..... paperwork to board the flight: that is your passport, which must be valid. As most airlines issue e-tickets, don't worry if you don't get a paper ticket, as well. Once you show though your e-ticket to the staff, you will be given a physical boarding pass; this is what will give you **(24)**..... to the aeroplane.

All travellers get confused by airline rules about baggage. For trips lasting several days or more, you'll need to **(25)**..... in a piece of hold luggage, while for a long weekend or for a city break, all you need can usually fit into a bag or case which you can take with you on the plane.

Once you've made it successfully on to your flight, look for a number followed by a letter on your boarding pass. That's your seat number. If you can't locate your seat, the cabin crew will be happy to help and put your luggage in a safe place, either in an overhead **(26)**..... or under your seat. Now, all you need to do is sit back and relax.

21.	**A.** confused	**B.** embarrassed	**C.** interested	**D.** relieved
22.	**A.** clues	**B.** news	**C.** tips	**D.** predictions
23.	**A.** necessary	**B.** common	**C.** convenient	**D.** frequent
24.	**A.** introduction	**B.** connection	**C.** allowance	**D.** access
25.	**A.** call	**B.** fill	**C.** check	**D.** give
26.	**A.** drawer	**B.** locker	**C.** case	**D.** shelf

PART 6 Questions 27-32

For each question, write the correct answer. Write ONE word for each gap.

Staying in on a Saturday night

Most teenagers look forward to Saturday night as it is normally the time to go **(27)**..... and have fun with friends. But occasionally, as I am exhausted from all the studying for school, I just need to relax and **(28)**..... at home.

Tonight, two of my friends are coming round to my house and we are **(29)**..... to watch a film on Netflix together. We are going to watch an action film, which is great, because my audio system has four speakers around the living room. The sound effects will be great!

We have decided to order some pizzas because my mum has to work late and none of us wanted to cook tonight. **(30)**..... is also a lot of ice cream in the freezer for dessert. I guess we won't be eating healthy food tonight.

My sister **(31)**..... already gone to the cinema with her friends, so she won't be bothering us **(32)**..... she comes home early!

WRITING

PART 1

*You **must** answer this question.*
*Write your answer in about **100 words**.*

Question 1

Read this email from your English-speaking friend Ben and the notes you have made.

EMAIL

From: Ben

Subject: Winter Holidays

Hi Andrew,

Thanks, yes...

My uncle and aunt are taking me to the mountains for a week. They said that I could bring a friend with me. Would you like to come with me?

My uncle and aunt are really fun to be with. We will go skiing twice while we are there. I hope you'll join us.

No, because...

My uncle said that we will eat at a different restaurant every night. What food do you like?

Tell Ben

Is there anything else you'd like to know? We will leave on the 15th December.

Best wishes,

Ben

Ask Ben...

Write your **email** to Ben using **all the notes**.

Question 1 WRITING TUTOR

Writing Ideas

- Make a note of any questions asked in the email.
- Create an answer for each question.
- Ask questions yourself.
- Use vocabulary and phrases like: *I would love to..., I don't know how to, I'm vegetarian, I really like pizza, Do I need...?*
- Say something about *skiing, food you like/don't like.*
- Maybe add some extra relevant information.

Suggested Structure

- **Paragraph 1** - Thank Ben for the invitation and tell him you would like to go. Add a little extra information, if you like.
- **Paragraph 2** - Say why you don't want to/can't go skiing. Talk about the food you like.
- **Paragraph 3** - Ask what you need to take with you. (clothes, camera, money etc)
- **Paragraph 4** - Close off the email.

PART 2

*Choose **one** of these questions.*
*Write your answer in about **100 words**.*

Question 2

You see this notice in your school English-language magazine.

Articles wanted!

Travel

Write an article telling us which form of transport is the nicest way to travel and why. Why do people in cities choose to go by train instead of driving?
The best article answering these questions will be published next month.

Write your **article**.

Question 2 WRITING TUTOR

Writing Ideas

- Ask yourself which type of transport you prefer and why. Think about what sort of problems you can have, or why you would not enjoy a journey.
- Think about the different ways of travelling in a city.
- Think about what sort of problems you can have travelling in a city.
- Think about why it is better to use another means of transport (train) in the city instead of a car.
- Maybe use words and phrases like: *difficult to park, quick and easy, no stress, relax and read a book, talk to other passengers*

Suggested Structure

- **Paragraph 1** - Start the article saying which type of transport you prefer and why.
- **Paragraph 2** - Say why it is good to use the train in a city instead of a car.
- **Paragraph 3** - Say what you can do while you are on it.
- **Paragraph 4** - Finish the article with a closing sentence.

Question 3

Your English teacher has asked you to write a story.
Your story must begin with this sentence:

You will never believe what happened today.

Write your **story**.

Question 3 WRITING TUTOR

Writing Ideas

- You need to use your imagination.
- Ask yourself what situations would be unusual or surprising.
- Choose one situation and imagine where you were and who you were with.
- Write what you saw and what was happening and what was going to happen.
- Write what happened and how it affected you: *I was surprised, I was shocked, it made me happy, it made me sad.*

Suggested Structure

- **Paragraph 1** - Use the sentence given and describe where you were and who you were with.
- **Paragraph 2** - Start narrating your story.
- **Paragraph 3** - Explain what happened next.
- **Paragraph 4** - Say what happened at the end of the situation.

PAPER 3 LISTENING

PART 1 Questions 1-7

Play audio

For each question, choose the correct answer.

1. How much will the girl pay to buy a new T-shirt?

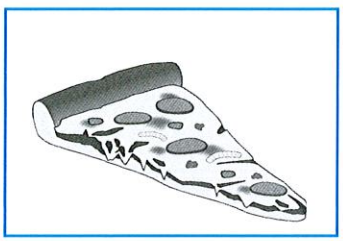
A ☐

B ☐

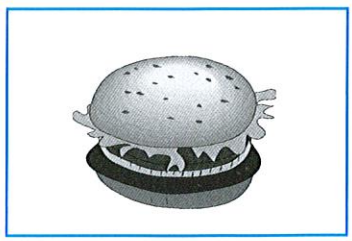
C ☐

2. What food will the boy have?

A ☐



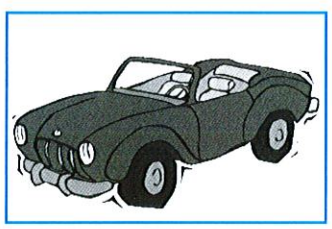
B ☐



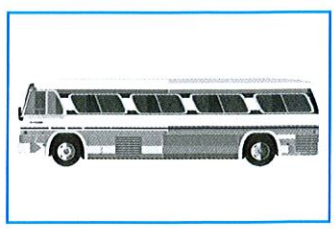
C ☐

3. How will they get to the park?

A ☐



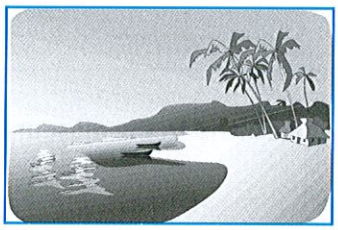
B ☐



C ☐

4. Where did the boy go on holiday last summer?

A ☐

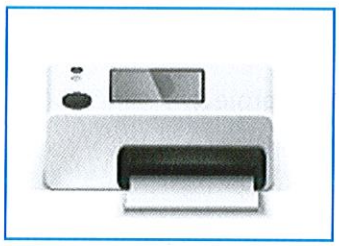


B ☐

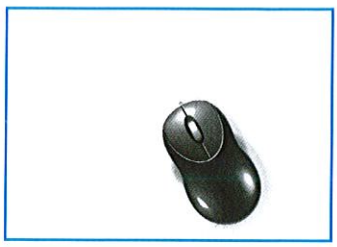
C ☐

5. What did the girl collect from the shop today?

A ☐



B ☐



C ☐

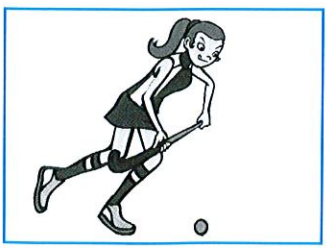
6. What will the weather be like on Saturday evening?

A ☐

B ☐

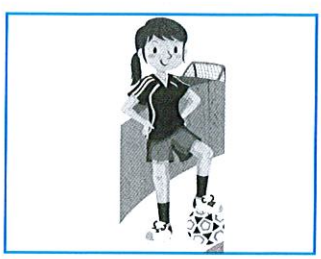
C ☐

7. What sport will the girl learn?



A ☐

B ☐



C ☐

PART 2 Questions 8-13

For each question, choose the correct answer.

8. **You will hear two friends talking about their trip to the museum.**
The girl isn't interested in
A. the way people lived a long time ago.
B. the dinosaurs section.
C. having anything to eat or drink.

9. **You will hear a boy telling a friend about his meeting with the headteacher.**
The headteacher and the history teacher
A. were disappointed by the boy's project.
B. disagreed about the mark on the boy's project.
C. were excited with the boy's project.

10. **You will hear two friends talking about what they did in the snow.**
What did the girl crash into at the bottom of the hill?
A. two children
B. a bush
C. a dog

11. **You will hear two friends talking about a swimming competition.**
What will the girl do for the boy after the competition?
A. take him out to eat somewhere
B. share the prize with him
C. take him to the swimming pool

12. **You will hear two friends talking about their day at the zoo.**
What was the girl scared by?
A. the monkeys' toys
B. the water from the elephants
C. the tigers' teeth

13. **You will hear two friends talking about the film they saw at the cinema last night.**
Why didn't the boy enjoy the film?
A. It was very frightening.
B. The acting was terrible.
C. It was too short.

PART 3 Questions 14-19

*For each question, write the correct answer in the gap. Write **one** or **two words** or a **number** or a **date** or a **time**.*

You will hear a teacher telling a group of students about a trip they are going on.

School Trip to the Castle

Time to meet at school gate:	**(14)** _____
Need to bring:	a **(15)** _____
Morning activity:	**(16)** _____ in the garden
Afternoon activity:	trip on a **(17)** _____
Hand in projects by:	**(18)** _____
Castle website:	**(19)** www. _____ .castle.com

PART 4 Questions 20-25

For each question, choose the correct answer.

You will hear an interview with a young pilot called Omar.

20. Omar first became interested in flying planes when

A. he first went on an aeroplane.

B. he moved to a house near an airport.

C. he played with his toy aeroplanes.

21. Where did Omar's family move to after living next to the airport?

A. to a town

B. to a city

C. to a village

22. How did Omar learn to fly?

A. His father taught him.

B. He took flying lessons.

C. He took a university course.

23. Omar started his career as a pilot flying

A. a helicopter.

B. a small plane.

C. a large jet.

24. Omar wanted to fly around the world on his own because

A. he didn't have any friends.

B. he wanted to meet new people.

C. there wasn't enough space in the plane.

25. Why did Omar have to make an emergency landing?

A. It was raining a lot.

B. He didn't have any more fuel.

C. It was very cloudy.

Useful Vocabulary

for Practice Test 3 Reading

Reading - Part 1

participate ***(v)*** take part or become involved in something

staffroom ***(n)*** a special room in a company, factory, school, office that is used by staff or workers

customer service ***(n)*** the department of a company that answers customers' questions and provides them with information about any problem that they might have

postage ***(n)*** the amount of money that you pay in order to send letters and parcels by post

originally ***(adv)*** at first

essential ***(adj)*** completely necessary or needed

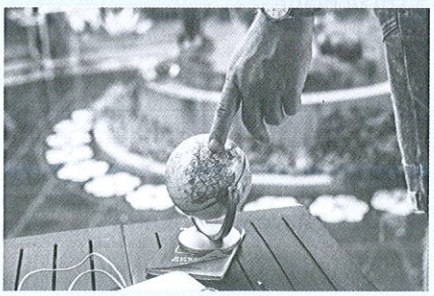
Reading - Part 2

space ***(n)*** the empty area outside the Earth's atmosphere

exploration ***(n)*** searching something and finding out about it

finest ***(n)*** of very good quality, the best example of its type

global ***(adj)*** including the whole world



artwork ***(n)*** the paintings, diagrams, photographs, etc that are used in a book, magazine etc.

institution ***(n)*** a large organisation, such as a university, bank or hospital

dodo ***(n)*** a large bird that could not fly and no longer exists

earthquake ***(n)*** a sudden movement of the earth's surface

crystal ***(n)*** a piece of a substance that has formed a regular shape after it has become solid

hands-on ***(adj)*** something obtained by doing rather than by reading about it or by watching others people

educational ***(adj)*** relating to education

virtual reality ***(n)*** images and sounds that are produced by a computer in order to represent a place or a situation that someone can take part in

anytime ***(adv)*** whenever, without having to decided or agree a specific time

entire ***(adj)*** every part of something, whole

curiosity ***(n)*** something interesting, rare and unusual

Reading - Part 3

gardening ***(n)*** the activity of working in a garden, taking care of the plants and making it look attractive

express ***(v)*** to show your feelings, opinions etc

pathway ***(n)*** a path or a track that you can walk along

come out to become known to people

seed ***(n)*** a small object produced by a plant and from which, when planted, a new plant of the same type can grow

personality ***(n)*** the type of person you really are shown by the way you behave, feel or think

weakness ***(n)*** the state of not being powerful or strong

struggle ***(v)*** to make a great effort to do something that you find difficult

devote ***(v)*** to spend a lot of time or effort doing something you believe in, or to a person

decorative ***(adj)*** intended to make something look attractive

Vocabulary Development for Test 3 Reading

Reading - Part 4

psychologist ***(n)*** someone who studies how the human mind works and how different situations have an effect on people

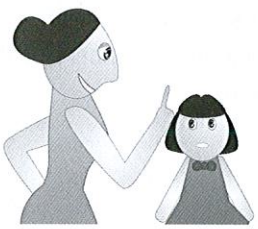
reach out (to sb) to try to communicate with other people in order to help them

enthusiasm ***(n)*** the feeling of being very interested in a particular subject and the excitement to be involved in it

passion ***(n)*** a very powerful emotion such as love, hate, anger

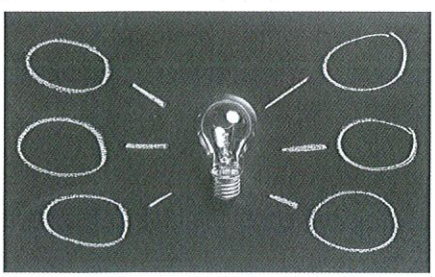
limitation ***(n)*** controlling and putting a limit on something

obey (v) to do what you have been asked to do (by someone in authority) or, to behave according to a rule or law



Reading - Part 5

invention ***(n)*** something that someone has made or thought of, for the first time, or the process of creating something that has never been made before



enormous ***(adj)*** very large in size

limited ***(adj)*** something that is limited in a small amount or number

Reading - Part 6

thrilled ***(adj)*** very happy and excited

worldwide ***(adj)*** existing or happening all over the world

Exercise A

Choose the correct answer (A, B or C) to complete the sentences.

1. An eight-hour sleep is ..... for your health.
   A essential **B** hands-on **C** educational

2. You have to pay ..... if you want to send this letter to England.
   A invention **B** enthusiasm **C** postage

3. Nora loves chocolate so much that she ate the ..... cake by herself.
   A entire **B** limited **C** thrilled

Exercise B

Choose the correct word (A, B or C) to fill in the gaps.

4. Linda asked Nick to show her some of his ..... for the competition.
5. I always ..... to pass my exams with good grades because that's important to me.
6. The scientist's ..... was ready to be shown to the public as part of the annual science exhibition.

4. **A** curiosity **B** artwork **C** crystal
5. **A** participate **B** express **C** struggle
6. **A** seed **B** pathway **C** invention

Exercise C

Complete the sentences using the correct form of three of the words in the box below.

anytime	virtual reality	limitation	
originally	exploration	staffroom	earthquake

7. The documentary is an ..... into the lives of Africa's wild animals.
8. According to the news, there was a(n) ..... in Japan that destroyed many buildings.
9. It's always nice to have you here; you can come and visit us ..... .

Test 3

PART 1 Questions 1-5

For each question, choose the correct answer.

1

Win a holiday

Competition

Tell us in 200 words what makes the perfect holiday.
Over 16s only. (Under 18s must have their parents' permission to enter)

- **A.** The competition is open for families with teenagers only.
- **B.** People of all ages can participate in the competition if they wish.
- **C.** Your parents must approve of your entering the competition if you are not eighteen.

2

Staffroom

Members of the public are forbidden to enter the staffroom at any time.
If you need help with anything please go to the customer services desk where a member of staff will be happy to help you.
Thank you.

- **A.** Members of the public may only enter the staffroom if they are with a member of staff.
- **B.** Staff should use the staffroom for dealing with customers needing some kind of help.
- **C.** At no time may members of the public go into the staffroom.

3

New message

To: Sally
From: Mary

Hi,
I left my diary at your house yesterday. Could you please send it to me? I'll pay you for the postage next time that we meet up. I really don't want to have to buy a new one. Thanks again for inviting me to stay. I had a great time.

Send

Mary

- **A.** is asking Sally to do her a favour and post her diary to her.
- **B.** is disappointed as she will probably have to get a new diary.
- **C.** forgot to pay back some money she owed to Sally.

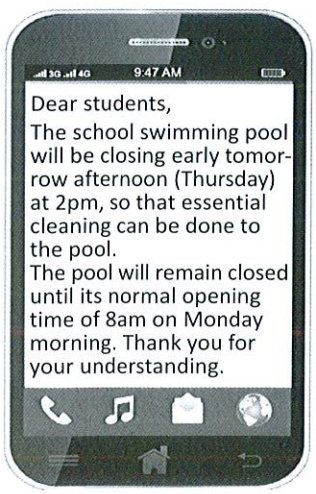
4

FOR SALE

Girl's bike, suitable for ages 7-12. One careful owner, but hardly used. Looks like new. Any offers above £40 considered. Buyer must collect. Phone Adrian on 00799 345621.

- **A.** Adrian is willing to deliver the bike to the buyer's house if needed.
- **B.** Anyone interested in the bike will have to pay at least 40 pounds for it.
- **C.** The bike was originally bought for a young girl but was never actually used.

5



- **A.** The pool usually opens at 8 am in the morning.
- **B.** The pool will be closed from Monday to Thursday next week.
- **C.** The pool will be closed for a few hours on Thursday morning.

TEST 3

PART 2 Questions 6-10

For each question, choose the correct answer.

The people below are all looking for a museum to visit in London. Look at the descriptions of eight London museums. Decide which museum would be the most suitable for the people below.

6. Amara and Nira love modern art and looking at interesting buildings. They don't really like traditional art and architecture. They would prefer to have lunch before they look around the museum.

6 ☐

7. Greg is very interested in history and especially anything to do with historical battles. Both his great grandfather and grandfather were in the army during World War I and II.

7 ☐

8. Michael is excited by anything connected to planets and stars and space exploration. He'd like to visit a museum where there are things to do rather than just pictures and objects to look at.

8 ☐

9. Annabel likes to know the latest fashions and would like to be a clothes designer when she finishes college. She is always looking for ideas for her designs and she is a very good photographer, too.

9 ☐

10. Daniel is very interested in animals and the environment. He particularly enjoys museums that have more unusual things to look at. He loves reading books about explorers who have discovered new places full of strange animals and plants.

10 ☐

LONDON MUSEUMS

A. Victoria and Albert Museum Highlights include the finest collection of Italian sculptures outside Italy. The Fashion galleries run from eighteenth-century clothing right up to modern designer clothes. The Architecture gallery has videos, models, plans and descriptions of various styles and the famous Photography collection holds over 500,000 images.

B. The British Museum Since it opened in 1759 - the first ever national museum for the public - the British Museum has been displaying global objects discovered by British explorers, including the Rosetta Stone and the Parthenon sculptures. The museum has over eight million objects in its collection, 50,000 of which are on display. It also has a really good cafe if you want somewhere different to go for lunch.

C. Tate Modern The Tate Modern is one of London's - and the world's - most famous art galleries. It has an international collection of modern artworks that few can beat, plus it is a historic piece of architecture worth visiting in its own right. On the top floor there is a restaurant with wonderful views of The River Thames.

D. The Natural History Museum is home to around 80 million plants, animals and rocks. This exciting museum, which is also a world-class research institution, is full of natural wonders. Here, you will come face-to-face with moving model dinosaurs, a man-sized model of an unborn baby, a dodo, a giant sequoia tree, an earthquake machine, glow-in-the-dark crystals and much more.

E. Science Museum An incredible, hands-on museum that has seven floors of entertaining and educational exhibits, including a virtual reality space experience, old Nokia mobiles and a sixteenth-century fake arm. This is where you can explore the incredible Information Age exhibition - which is where the Queen sent her first tweet, signed Elizabeth R.

F. London Transport Museum It's home to old buses, early examples of tube trains, maps, transport signs and uniforms, as well as fantastic posters, artworks and photographs showing London from 1860 to today. Once you've bought an entry ticket, you can visit anytime for an entire year.

G. Imperial War Museum A powerful museum shining a light on people's experiences of war from the First World War to today. A few minutes' walk from Waterloo rail station, IWM is made up of many permanent galleries, such as the amazing Curiosities of War exhibit, and temporary displays, exploring recent battles and attacks.

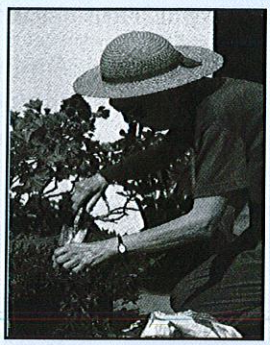
H. National Gallery An excellent and completely free-to-enter artistic institution in the heart of Trafalgar Square. Founded in 1824, The National Gallery is home to more than 2,000 works from artists such as Da Vinci, Van Gogh, Rembrandt, Michelangelo, Turner, Picasso, Matisse and Cezanne. You can even have a go at sketching in the galleries with the support of a gallery art teacher.

PART 3 Questions 11-15

For each question, choose the correct answer.

My new hobby - gardening

by Beth Collins



A garden is much more than just creating a beautiful environment. It can be a way to save or even make money and, more than that, it can be a place where you can express yourself. For me it's a bit of all these things. I know it may sound strange for a 13-year-old to be interested in gardening but I always have been and I would love to make a career out of it.

I have learned many things these past few years I have been reading about and doing some gardening. So, here is my top advice about gardening. First, you do not need to spend a lot of money to have a beautiful garden. Some of the gardens I think are the prettiest are just lines of plants. There aren't many garden decorations and pathways. It's just beautiful plants loaded with fruits and vegetables. We can also find many useful things for free, from pieces of old wood, to old pots and pans. Or, we can build things for free from materials that other people have thrown away.

If you just remember that planting way more than you need will take the stress away of losing some plants, you will save yourself a lot of worry, too. You need to ask yourself, which plants produce enough food to make them worth growing. I actually sat down and did the maths on that one this spring. It amazed me what some plants were worth. A tomato, for example, can produce £50-£150 worth of fruit. It takes up a lot of space but that's a lot of money coming out of a 50p seed! So if I had known sooner what each plant could save us, I would have told my parents to fill our garden with different plants.

And finally, gardening doesn't have to be all or nothing. But then I guess that's more of a personality weakness than anything. I struggle with doing things a little at a time. Once I decide to do something, I usually devote every waking hour to it for a little while and then get tired. So it's okay to just have one tomato plant, and it's okay to have an off year. It will save you a lot of stress.

11. Beth wants to express

A. how designing your own garden should be hard work.
B. how gardens can mean different things to different people.
C. the importance of selling flowers to make money.
D. how gardeners have the best job when it comes to profit.

12. How does Beth describe her perfect garden?

A. decorative
B. colourful
C. simple
D. complicated

13. What advice does Beth give to future gardeners?

A. spend lots of money to make your garden perfect
B. use what you can find around you
C. refuse to spend any money on your garden
D. ask other gardeners to help you

14. How does Beth feel about gardening?

A. She wants to grow everything she eats.
B. She hasn't learnt from her mistakes.
C. She needs to work harder in her garden.
D. She has learned plenty of useful tips.

15. What would Beth text her friend about gardening?

A. I'm so excited about my new hobby; it's not only fun but I hope I'll make money out of it one day.

B. Gardening is so hard; you have to spend a lot of money and it's stressful, too.

C. I'm now spending lots of time watching my parents do the gardening and it looks great.

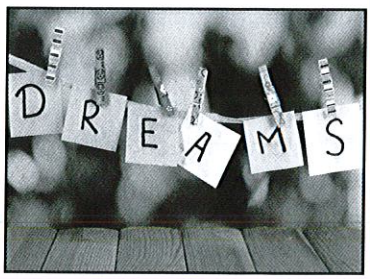
D. Gardening needs lots of skills and money but it's certainly worth it. I love it.

PART 4 Questions 16-20

Five sentences have been removed from the text below. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

Achieving your dreams

A psychologist reaching out to teens around the world



16 ☐ To you, I say, you are more able and amazing than you know. Follow your dream no matter how ambitious it may appear to others. It is the dreamers who bring positive change to the world. So if somebody doesn't support or understand your dream, just smile and think to yourself, "Don't believe me? Just watch!"

Some people insist that the 'rules of success' are very black and white. 17 ☐ Following 'the rules' may not be the best way to get you where you want to go. Your dream can be a very simple one, or a very complicated one. The truth is the world needs your dream to develop, so take a look at what I think are the truly important things to consider when following your dream.

You can try to be perfect, but one person's idea of what is perfect is always different from another's. In fact, I believe it is our weaknesses that make us special. You can be the most brilliant, talented person in the world, but if you lack the enthusiasm, passion and excitement for what you do, then it doesn't matter how good you are. You may not be the best at what you do, but if you have great enthusiasm, you will reach your goal. 18 ☐ Enthusiasm creates dreams; talent does not.

When you have a big dream for your life, people like to tell you that you aren't being realistic. 19 ☐ I think that when it comes to having a dream, being realistic and sensible aren't helpful. These are simply limitations that we have placed upon ourselves. When we experience a challenge, it is not a problem; it is part of the journey itself. Otherwise, it would not be there. Every step you take is one step closer to your dream becoming a reality. The important ingredient for realising your dream is hope. 20 ☐ It can change the world.

A. On the other hand, others who are more talented may not.

B. You should never try to do anything that is difficult.

C. Hope is belief - belief in yourself and belief in the power of possibility.

D. Many of you may be afraid to do what you really love.

E. I believe that you should always obey the rules.

F. Well, I say that you do not need to know the details of how your dream will happen.

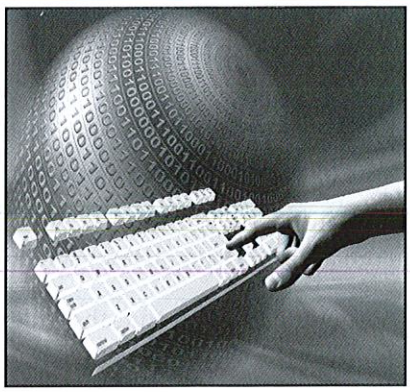
G. It's very important that you listen to this advice.

H. I disagree; I believe there is a HUGE grey area.

PART 5 Questions 21-26

For each question, choose the correct answer.

Technology in the home



There have been so many **(21)**..... over the last twenty years or so that have had a(n) **(22)**..... effect on our life. Take, smartphones, as an example. In fact, you could say that our lives have totally changed due to the internet and all the technology that has **(23)**..... because of it. When you stop to think about it, how many hours a week do you sit at your computer, typing on your keyboard? I think you would be **(24)**..... at the amount of time you spend using technology in the home.

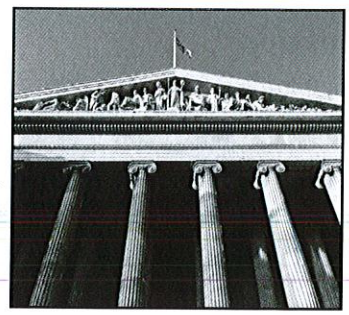
People of all ages are beginning to **(25)**..... on the internet for many different things and it is more than likely that you are spending two to three whole days a week doing some kind of activity online. Maybe it's time to turn off the computer and have a nice, face-to-face **(26)**..... with your friends, family or colleagues.

21.	**A.** discoveries	**B.** equipment	**C.** inventions	**D.** designs
22.	**A.** enormous	**B.** common	**C.** essential	**D.** limited
23.	**A.** produced	**B.** appeared	**C.** presented	**D.** installed
24.	**A.** shocked	**B.** confused	**C.** frightened	**D.** angry
25.	**A.** base	**B.** carry	**C.** keep	**D.** depend
26.	**A.** lecture	**B.** conference	**C.** discussion	**D.** interview

PART 6 Questions 27-32

For each question, write the correct answer. Write ONE word for each gap.

The British Museum



Last week my class and I visited the British Museum in London and I was thrilled. The British Museum is the first national public museum in the world. It first opened to the public **(27)**..... 15th January, 1759. It has a huge collection of objects from **(28)**..... over the world. The guide told us that the reason the collection grew **(29)**..... quickly was that Britain controlled many countries worldwide in the 18th and 19th centuries. As it is such a large museum, you really need a guidebook **(30)**..... order to find where everything is in the museum. Then, you can plan what you really want to see. It's very easy to run **(31)**..... of time while you are looking around and, to be honest, it is nearly impossible to **(32)**..... everything in the museum in one day. In fact, we only saw half of it.

WRITING

PART 1

*You **must** answer this question.*
*Write your answer in about **100 words**.*

Question 1

Read this email from your English-speaking friend Brian and the notes you have made.

EMAIL

From: Brian

Subject: Sunday

Hi,

I'm so excited you're finally coming to visit. Your train arrives in the morning, doesn't it? We will pick you up from the station.

Yes...

So what shall we do first? Would you prefer to go to the beach before lunch or go for a walk in the countryside? I think it'll be sunny all day.

Explain...

Do you know what you would like to eat at lunchtime? My mum wants to know so that she has everything ready for us when we come back home.

Tell Brian...

Any thoughts for some afternoon activities?

Suggest...

See you Sunday,

Brian

Write your **email** to Brian using **all the notes**.

Question 1 WRITING TUTOR

Writing Ideas

- Make a note of any questions asked in the email.
- Create an answer for each question.
- Ask questions yourself.
- Use vocabulary and phrases like: *Do you like...?, Why don't we...?, I think it would be nice/fun to..., How about having a picnic/barbecue/pizza?*
- Maybe add some extra relevant information.

Suggested Structure

- **Paragraph 1** - Say when you will arrive and thank Brian for picking you up.
- **Paragraph 2** - Say what you would like to do.
- **Paragraph 3** - Say what food you like and make some suggestions for the afternoon.
- **Paragraph 4** - Tell Brian you are excited and close off the email.

TEST 3

PART 2

*Choose **one** of these questions.*
*Write your answer in about **100 words**.*

Question 2

Read this notice on an international English website for young people.

Articles wanted!

TV programmes

Write an article telling us what kind of TV programmes you enjoy watching. Which is your favourite programme and what is special about it? Do you prefer to watch TV alone or with other people? Why or why not?

The best articles answering these questions will be published next month.

Write your **article**.

Question 2 WRITING TUTOR

Writing Ideas

- Ask yourself which type of TV programmes you enjoy and why.
- Think about how often you watch TV and what time of day.
- Think about who you often watch TV with.
- Do you ever disagree about what to watch on TV with your family?
- Maybe use words and phrases like: *boring, interesting, exciting, documentary, the news, action, comedy, makes me laugh, good acting, educational, family entertainment*

Suggested Structure

- **Paragraph 1** - Start the article saying which type of TV programmes you enjoy and why.
- **Paragraph 2** - Say what your favourite programme is and why it is so good.
- **Paragraph 3** - Say who you watch TV with or if you prefer to watch it on your own and why.
- **Paragraph 4** - Finish the article with a closing sentence.

Question 3

Your English teacher has asked you to write a story. Your story must begin with this sentence:

As the train arrived at the station, Sue realised that her life was about to change forever.

Write your **story**.

Question 3 WRITING TUTOR

Writing Ideas

- You need to use your imagination.
- Ask yourself if Sue is going somewhere or is she meeting someone.
- Choose one situation and imagine how Sue is feeling. Use words like *nervous, excited, worried*.
- Use phrases and words like: *suddenly, next, after that, finally, in the end.*
- Write what happens in the end.

Suggested Structure

- **Paragraph 1** - Use the sentence given and describe why Sue is at the station.
- **Paragraph 2** - Say how she felt.
- **Paragraph 3** - Explain what happened next.
- **Paragraph 4** - Say what happened at the end of the situation and how Sue felt.

PAPER 3 LISTENING

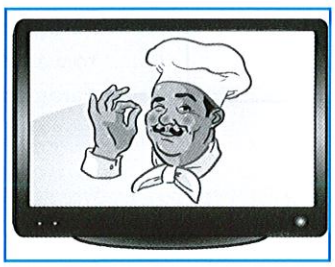
PART 1 Questions 1-7

For each question, choose the correct answer.

Play audio

1. Which programme will they watch first?

A



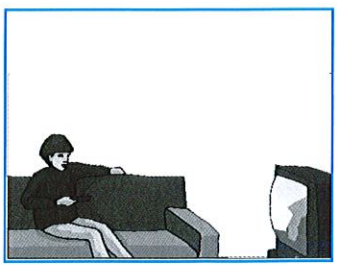
B

C

2. Why did the boy go to bed late?

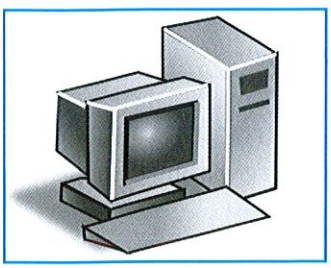
A

B

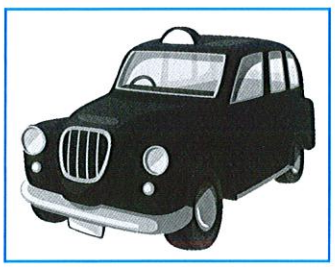


C

3. What did the girl see at the science museum?



A



B

C

4. How much was the restaurant bill?

A ☐

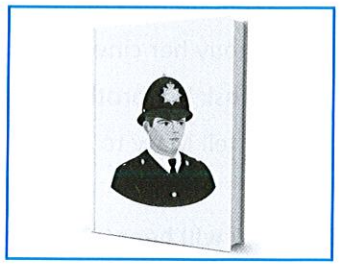
B ☐

C ☐

5. Which book will the girl borrow from her friend?

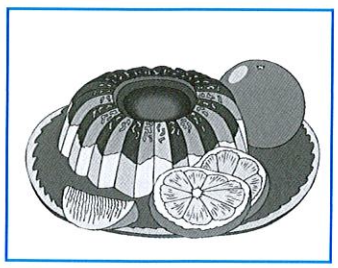
A ☐

B ☐



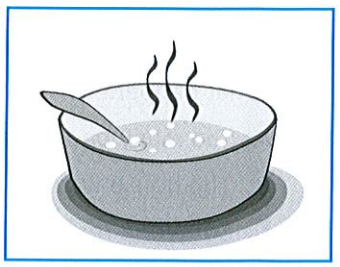
C ☐

6. What did the girl cook?



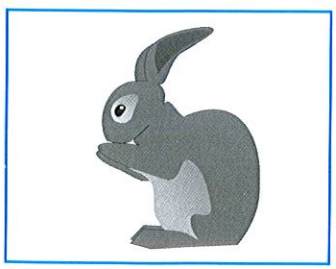
A ☐

B ☐

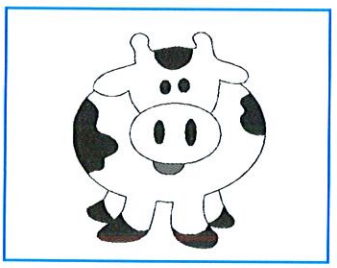


C ☐

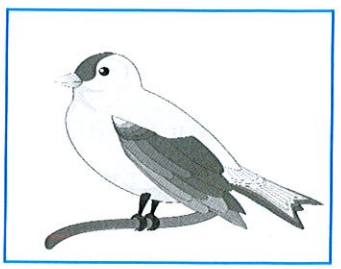
7. Which animal did the boy enjoy seeing best?



A ☐



B ☐



C ☐

PART 2 Questions 8-13

For each question, choose the correct answer.

8. **You will hear a boy talking to a friend about his grandma's house.**
What does the boy like most about it?
A. its decoration
B. its location
C. its size

9. **You will hear two friends talking about a birthday present for their friend, Mary.**
What do they decide to do?
A. buy her cinema tickets for the weekend
B. ask her brother what music she likes
C. tell Mary to choose her birthday present herself

10. **You will hear two friends talking about a concert.**
What do they agree on?
A. It was too crowded.
B. It was too noisy.
C. It was much too expensive.

11. **You will hear two friends talking about a party they went to.**
What happened?
A. Too many people came to the party.
B. The house was in a mess after the party.
C. Someone returned home early.

12. **You will hear two friends talking about a competition.**
The girl feels
A. sad that she can't share the prize with the person she really wants to.
B. disappointed that her friend didn't win a prize as well.
C. proud of herself but unhappy that her parents can't travel with her.

13. **You hear two friends talking about a new student.**
What does the boy say about the student?
A. She is unfriendly.
B. She is shy.
C. She is boring.

PART 3 Questions 14-19

*For each question, write the correct answer in the gap. Write **one** or **two words** or a **number** or a **date** or a **time**.*

You will hear a student called Julie talking to her class about her trip to Venice.

Julie's trip to Venice

You can use bus, **(14)** _____ or boat to go to Venice from the airport.

Julie and her parents started their journey to Arsenale at **(15)** _____ .

The museum card costs **(16)** £_____.

Julie's favourite place to walk was over **(17)** _____.

The best food to eat in Venice is **(18)** _____.

Julie's parents bought some **(19)** _____ for her relatives.

Play audio

PART 4 Questions 20-25

For each question, choose the correct answer.

You will hear an interview with a young basketball player called Isabella.

Play audio

20. Why did Isabella start to play basketball?

A. She didn't have someone at home to play with.

B. Her parents who worked at a court encouraged her.

C. There were many basketball courts near her house.

21. Why does Isabella think she is such a good basketball player?

A. She is naturally talented.

B. She practises a lot.

C. She watches basketball on TV.

22. Who was the first to tell Isabella that she could play basketball as a professional?

A. her teachers at school

B. her mum and dad

C. the students in her class

23. What was Isabella most proud of?

A. winning a medal

B. participating at an international event

C. carrying her country's flag

24. What are Isabella's plans for the future?

A. to concentrate on her studies

B. to take part in the Olympics

C. to win more gold medals

25. In ten years from now Isabella will definitely want to be

A. an incredible doctor.

B. a basketball player.

C. a successful woman.

Useful Vocabulary

for Practice Test 4 Reading

Reading - Part 1

magical ***(adj)*** something full of special and exciting quality

throughout ***(adv)*** during the whole period of time, or, in every part of a place

Reading - Part 2

standard ***(adj)*** something that you think of usual rather than special

suite ***(n)*** a set of rooms, in a hotel, that are connected

deluxe ***(adj)*** (things) of very high quality, usually expensive and often, very comfortable

Reading - Part 3

inform ***(v)*** give someone information

footwear ***(n)*** what you wear on your feet: shoes, boots, slippers, sandals, trainers, etc

come up become available (a job, an opportunity, an idea, etc)

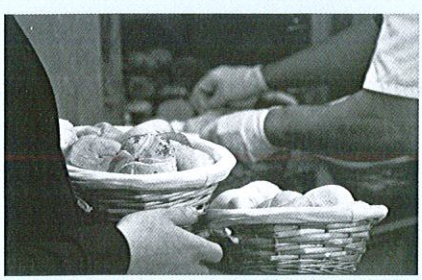
part-time ***(adv)*** (work, activities, etc) that you do for only a part of the day or week

Reading - Part 4

suffer ***(v)*** to feel mental or physical pain

oven ***(n)*** the part of a cooker with a door used to cook food in

bakery ***(n)*** a place where bread, cakes etc. are made or sold



attempt ***(n)*** an effort to do something difficult

bucket ***(n)*** an open container with a handle used for carrying liquids mostly

slow down to become less active and effective

Reading - Part 5

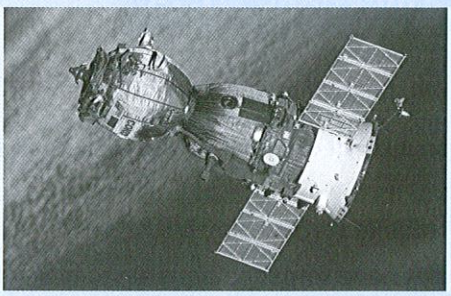
federal ***(adj)*** relating to the central government of a country, and not to the government of a region (in countries such as the USA, Germany, Russia, etc)

internet banking ***(n)*** a system that allows you to use the internet to transfer money from a bank account

dial-up ***(adj)*** using a telephone line to slowly connect computers or smartphones with internet services (used in the past, before broadband)

complex ***(adj)*** not simple, something with many different parts that make it difficult to understand

satellite ***(n)*** a device that is sent into space to travel around the earth in order to collect information



device ***(n)*** a machine invented to do a particular thing

affective ***(adj)*** relating with the emotions, something that makes you feel sad, happy, etc

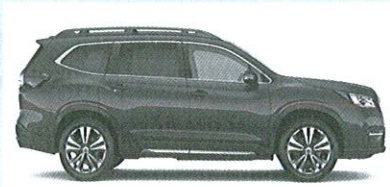
alarm ***(n)*** a loud noise or flashing light that warns you of danger

Reading - Part 6

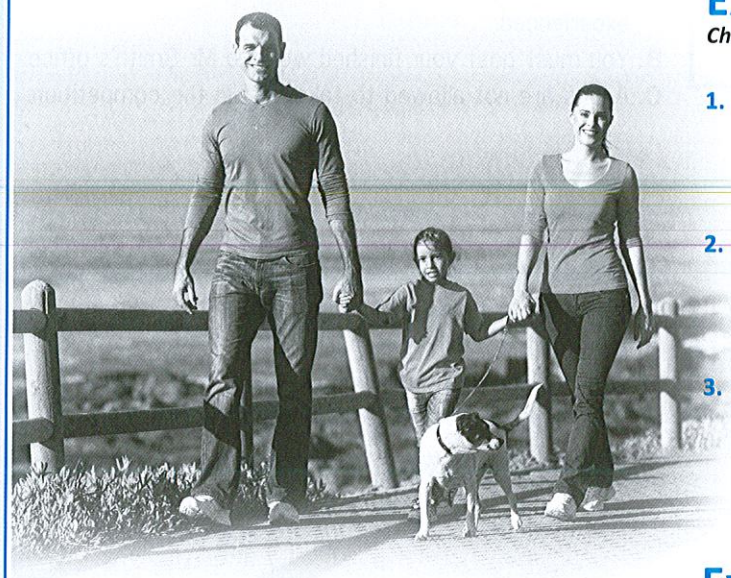
emergency services ***(n)*** organisations that deal with urgent problems and accidents (police, fire service, ambulances, etc)

operator ***(n)*** someone whose job is to help connect people on a phone system

vehicle ***(n)*** a car, bus, lorry, etc, with wheels and an engine that you travel in or on



Vocabulary Development for Test 4 Reading



Exercise A

Choose the correct answer (A, B or C) to complete the sentences.

1. With ..... you can pay your bills much faster and more cheaply than in the past.
   A dial-up **B** emergency services **C** internet banking

2. We spent a ..... evening, walking on the beach and watching the sun come down.
   A complex **B** federal **C** magical

3. Please, be careful! You might burn yourself! The pizza is still cooking in the ..... .
   A bakery **B** satellite **C** oven

Exercise B

Choose the correct word (A, B or C) to fill in the gaps.

4. Mary passed her driving test on her first ..... .
5. Tim, did you know that there are now many ..... moving around the earth?
6. Call the ....., if you need assistance with your internet connection.

4.	**A** bakery	**B** standard	**C** attempt
5.	**A** suites	**B** vehicles	**C** satellites
6.	**A** device	**B** operator	**C** alarm

Exercise C

Complete the sentences using the correct form of three of the words in the box below.

affective	throughout	come up	
slow down	deluxe	part-time	dial-up

7. Can we .....? I can hardly breathe.
8. Jane finally got a ..... job and she now works at the zoo.
9. This is the basic version of the video game; then there's the ..... version with extra features which costs more money.

Test 4

PART 1 Questions 1-5

For each question, choose the correct answer.

1

WRITING COMPETITION

This is your chance to win £100.
You must be under 18 years old to enter.
To win the prize, write a short story about a magical place with magical people.

Please take your entry to Mr Smith's office before 4pm on Friday.

- **A.** Stories must describe a true event the writer has experienced.
- **B.** You must post your finished work to Mr Smith's office.
- **C.** Adults are not allowed to take part in the competition.

2

WANTED

We need someone to look after our garden during the summer. You will need to cut the grass and clear the leaves.
Your services will be needed twice a week, on Tuesdays and Fridays. Please call us for more information on 888-1115.

Anyone interested in the job must

- **A.** contact the family by email.
- **B.** work twice weekly throughout the summer period.
- **C.** have some gardening experience to be considered for the job.

3

New message

To: Andrew
From: Peter

Hi Andrew,

Do you still have the geography book I lent you last week? I need it back urgently. I have a test next week and my teacher said that information in that book will be used. Please can you bring it to me?

Thanks.
Peter

Send

- **A.** Andrew borrowed a book from Peter.
- **B.** Peter is not in a hurry to get the book back.
- **C.** Peter has to hand in a geography project next week.

4

Non-Stop Trains

Trains will not be stopping at the next station today. This is because there is a flood at the entrance of the station. Our staff are working on the problem now. We hope that trains will stop there tomorrow.

- **A.** Nothing is being done at the moment to solve the issue.
- **B.** Trains will not run until the station opens again tomorrow.
- **C.** Passengers cannot exit at the next station.

5

9:47 AM

John,

When you go to town today can you get me a few things? I need a packet of flour, a bottle of blue top milk and a packet of sugar. If they don't have blue top, please get green top.

Thanks
Mum

John's mum

- **A.** would rather get green top milk rather than blue top.
- **B.** is asking John to do her a favour when he is in town.
- **C.** will be going to town later today but has no time for shopping.

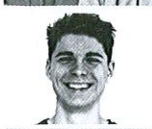
PART 2 Questions 6-10

For each question, choose the correct answer.

The people below all want to go on a cruise ship. There are descriptions of eight different cabins which they can choose from. Decide which cabin would be the most suitable for the following people.

6. John is travelling with his older brother and his girlfriend. They would like to see the sea from their cabin and have a place for their clothes. They want to be able to have something to drink or eat in the cabin and not have to pay extra. They don't want to pay for a balcony either.

6 ☐



7. Frank's dad won the lottery and wants to take their family of four on the best cruise. They want a cabin with more than one bedroom. Frank wants to celebrate every night in their cabin with hot meals and drinks. He also wants a large balcony.

7 ☐

8. Donna is travelling on her own for her sixteenth birthday. She wants to spend very little money. She doesn't mind not seeing the sea from the cabin. She is planning to spend most of the time enjoying the entertainment on the ship. She will only go to the cabin at night.

8 ☐

9. Jane's grandma is celebrating her 60th birthday with her husband and granddaughter on a cruise. Jane would like a separate bedroom in the cabin. She also doesn't want meals in her cabin but she wants a living area.

9 ☐

10. Andrew is travelling with his dad and they want to be very comfortable. A double bed each, in different rooms, would be perfect. He would like to have a small balcony in his bedroom. They may need drinks and snacks from the fridge.

10 ☐

CRUISE SHIP CABINS

A. Standard
The Standard cabin is the cheapest cabin on the ship. It's an inside cabin which means it doesn't have any windows. There are two beds, one on top of another. The toilet includes a shower and a sink. There isn't a wardrobe or a chest of drawers. This is great for people who want to save money and only sleep in the cabin.

B. Standard Plus
The Standard Plus cabin is also an inside cabin and doesn't have any windows. There are three beds, two on the right and one of the left. There is a small wardrobe with room for a few clothes. The shower room has a toilet and a sink. This is great for families with one child who want a cheaper cabin.

C. Super
The Super cabin is bigger than the standard one. It has a double and a single bed. This cabin has a small window with a view of the sea. There is a large wardrobe with drawers for your clothes. There is a toilet with a shower and sink. The fridge in the corner has cold drinks and snacks which you have to pay for.

D. Super Extra
The Super Extra is like the Super cabin but with the difference that all the drinks and snacks in the fridge are included in the price. The fridge is filled up every day. There is a double and a single bed with a large wardrobe. The shower room has a toilet and a sink. The cabin has a sea view though a small window.

E. Suite
The Suite cabin has two separate bedrooms both with double beds. Each room has a large wardrobe. There is access to a small balcony from both bedrooms. Each room has a large smart television. The cabin has a large shower room with a toilet and a sink. The fridge has cold drinks and snacks, all included in the price. Free cold drinks and snacks available.

F. Suite Plus
The Suite Plus is similar to the Suite cabin. The difference is that one of the bedrooms is bigger and has a sofa next to the door to the balcony. Each room has a double bed and a wardrobe. The toilet has a big shower and a sink. The drinks and snacks in the fridge aren't included in the price.

G. Deluxe
The Deluxe cabin is one of the best cabins on the ship. It has four rooms, two bedrooms, a bathroom and a living room. The living room has a sofa and a large table. The balcony also has a large table with chairs. The snacks and drinks are free. The bathroom has a big bath and a shower unit.

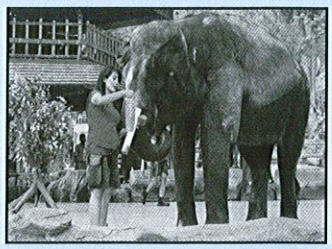
H. Deluxe Super
The Deluxe Super includes meals in your cabin. Our waiters bring the food straight to the table in your cabin. There are two bedrooms with a double bed and a living room. The bathroom has a big bath and a shower. There is a large balcony with a large table and chairs. The fridge in the living room is full of snacks and drinks and are included in the price.

PART 3 Questions 11-15

For each question, choose the correct answer.

Getting A Weekend Job

by Paula Mark, aged 16



Last summer I wanted to start earning money so I could save to go on holiday with my friends. But if you are under eighteen, you are limited to what jobs you can do. I applied for jobs at a few shops in my neighbourhood but none of them had any jobs for teens. I thought I would never find a weekend job. Then, one day my mum gave me the local newspaper and showed me an advert for the local zoo. They were looking for teenagers to work at the weekend. So I immediately applied for that job online.

Within a few days, I got a phone call asking me to go for an interview. I put on my best clothes and went to the zoo's office the next day to meet the manager. The interview must have gone very well because when I got home, I got a phone call from him saying that I got the job. He asked me if I could start the following Saturday. And of course I said yes!

On Saturday morning I got up very early and went to the zoo. I was there too early and the gates were still locked. At nine o'clock the manager arrived to open the zoo. He took me to the staffroom and gave me a uniform which I had to put on over my normal clothes. He also gave me a pair of boots. He told me that the ground was wet and dirty everywhere, so I would need them.

My first job was to clean the elephant house. It was great fun because I was with another girl that had been working there for some months. She was really friendly and gave me lots of tips. And there were two baby elephants trying to play with us. They were very funny! My colleague told me that our next job was to clean the lion's cage. I was really scared but luckily the lion wasn't in the cage at that point.

It's been a couple of months since I started my weekend job and each week I am taken to work with other animals and people. I really love it!

11. How did Paula hear about the job at the zoo?

A. She was told about the job opening by a friend.
B. She went to the zoo to ask about the job.
C. One of her parents saw the ad first and informed her.
D. She saw the advert online.

12. When did the zoo manager call Paula to say she was successful?

A. on the same day she met with him
B. on Saturday morning
C. a few days after she applied for the job
D. at the weekend

13. What happened when Paula arrived at the zoo?

A. The manager was waiting for her.
B. She was given some boots.
C. She had to find the staffroom.
D. The zoo hadn't opened yet.

14. What did Paula do after she met with the manager?

A. She changed her clothes and put on a uniform.
B. She was introduced to a girl she would be working with.
C. She was given some work clothes and footwear.
D. She was taken immediately to clean the lion's cage.

15. What would Paula text a friend who is looking for a weekend job?

A. It's so disappointing that there aren't any jobs available for teens these days.

B. I'm not sure if you'll be able to have a part-time job while you are still at school. It's so hard.

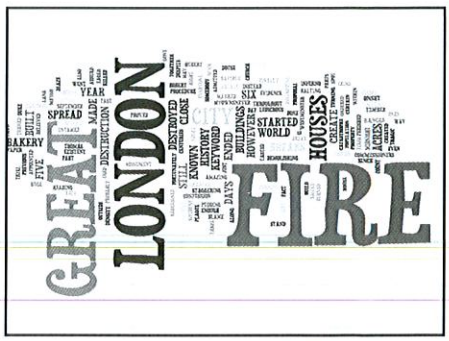
C. I'm sure something you like will come up. I am looking forward to going to work every weekend.

D. Knowing the right people is the only thing that can get you into a nice job.

PART 4 Questions 16-20

Five sentences have been removed from the text below. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

The Great Fire Of London



This week we're doing a project at school about London. Over 350 years ago, London suffered a terrible event. On the 2nd September 1666, a baker was making bread and cakes for the next day. It was one o'clock in the morning when a very small piece of burning wood came out of the oven and set fire to the building. In those days, as all buildings were made of wood, the fire moved very quickly. There was a family living above the bakery who couldn't get out down the stairs. **16** ☐ Besides being made of wood, the houses were also built very close together. They were almost touching each other. **17** ☐ But this was not the only problem. It hadn't rained for two months, everywhere was dry and strong winds blew across London.

Two days after the fire started, half of London was on fire. **18** ☐ Even the king came out to help the firemen. The fire destroyed important buildings, including the famous St Paul's Cathedral. It was very lucky that the Tower of London escaped the fire. In an attempt to stop the fire, the firemen destroyed many buildings to create a big gap across which the fire couldn't travel. **19** ☐ By the 6th September the fire had been put out. London had burned for almost five days. Only 20 percent of London was not burnt but hundreds of thousands of people were left without homes. It was amazing that only six people died in this terrible event.

20 ☐ Just before the fire, there had been a horrible disease which was killing lots of people. The fire destroyed the disease. Architects helped to rebuild London and built wider streets so a new fire couldn't move quickly.

A. Everybody was trying to put out the fire.

B. The baker was able to put out the fire with a bucket of water.

C. They escaped by climbing out of the window and jumping to the ground.

D. He made the firemen cups of tea and sandwiches.

E. This didn't stop it, but it did slow it down a lot.

F. The fire went from house to house very quickly and the firemen had trouble controlling it.

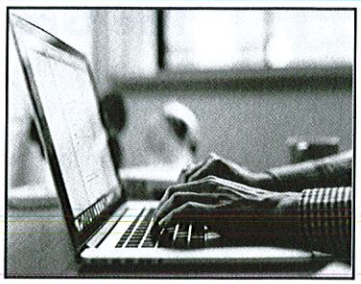
G. The people caught buses to get out of London.

H. People say that, in a way, the fire did London some good, too.

PART 5 Questions 21-26

For each question, choose the correct answer.

The changing Internet



The internet may have started in the 1960s, but it wasn't until the 1990s when it became **(21)**..... to the public. In 1994, the Stanford Federal Credit Union was the first bank in the world to **(22)**..... online internet banking.

By 1995, people around the world were starting to have internet in their homes. Internet in those days was very slow because they had to use a dial-up **(23)**..... . The computer needed to use a telephone line and sent noisy **(24)**..... like a fax machine does. One of the problems was that if you were using the internet, you couldn't make or **(25)**..... phone calls.

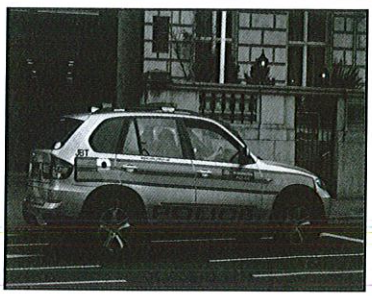
Over the years, the internet became faster and faster as there was no need to use the telephone line for the internet. Today, the Internet is more complex than ever. It **(26)**..... computers, satellites, mobile devices and other gadgets in a network millions of times bigger than the original one.

21.	**A.** effective	**B.** accurate	**C.** available	**D.** realistic
22.	**A.** allow	**B.** afford	**C.** deliver	**D.** offer
23.	**A.** connection	**B.** contact	**C.** mobile	**D.** link
24.	**A.** signs	**B.** signals	**C.** alarms	**D.** rings
25.	**A.** finish	**B.** welcome	**C.** receive	**D.** buy
26.	**A.** creates	**B.** adds	**C.** separates	**D.** connects

PART 6 Questions 27-32

For each question, write the correct answer. Write ONE word for each gap.

Emergency Services



There are many types of emergency services, but the three main **(27)**..... are the police, fire and ambulance. If you need any of these services in the United Kingdom, you **(28)**..... to dial 999 and tell the operator what service you want. The operator will then put you through to the control room for that service. All the emergency services operate 24 **(29)**..... a day, 7 days a week.

Whatever service you request, their aim is to get to the scene of the emergency within 8 minutes. Sometimes this is **(30)**..... possible especially if the situation is in the middle of the countryside, far from the city. **(31)**..... emergency service has their own special vehicles with all the equipment they need. They are all trained to drive at very fast speeds very safely. This includes driving **(32)**..... red lights.

WRITING

PART 1

*You **must** answer this question.*
*Write your answer in about **100 words**.*

Question 1

Read this email from your English-speaking friend Peter and the notes you have made.

EMAIL

From: Peter

Subject: Cinema

Thanks...

Hi George,

I'm inviting you to my birthday party on Saturday.

The plan is to go the cinema in the afternoon to see the latest comedy film. Do you like going to the cinema?

Ask when...

Yes...

My dad said he will buy all of us a soft drink and some popcorn. We will meet at the front of the cinema.

When the film finishes, we will all go to the fast food restaurant across the road and have a burger party. Do you eat meat? I love their flavoured milk.

Let me know as soon as possible if you can come.
Peter

Tell Peter...

Question 1 WRITING TUTOR

Writing Ideas

- Make a note of any questions asked in the email.
- Create an answer for each question.
- Use vocabulary and phrases like: *Thanks so much for..., I enjoy, I really/quite like..., I'm not keen on..., What time...?, That would be great...*
- Maybe add some extra relevant information.

Suggested Structure

- **Paragraph 1** - Thank Peter for the invitation.
- **Paragraph 2** - Say what films you enjoy and ask about the time to meet.
- **Paragraph 3** - Tell Peter what you like to eat.
- **Paragraph 4** - Make a final comment and say goodbye.

TEST 4

PART 2

*Choose **one** of these questions.*
*Write your answer in about **100 words**.*

Question 2

You see this notice in an English-language teen magazine.

Articles wanted!

Pets

Write an article telling us what pets people usually have at home. What are the benefits of having a pet? What are the bad things of having a pet? The best article answering these questions will win £100!

Write your **article**.

Question 2 WRITING TUTOR

Writing Ideas

- Do you have a pet? Ask yourself what type of pets people often have.
- Think about why people decide to have a pet.
- Use words or phrases like: *keep you company, people feel lonely, look after something, make you laugh, keep you fit, protect your house.*
- Think about the problems of having a pet.

Suggested Structure

- **Paragraph 1** - Start the article saying what kind of pets people have.
- **Paragraph 2** - Say what is good about having a pet.
- **Paragraph 3** - Say what might be a problem having a pet.
- **Paragraph 4** - Finish the article with a closing sentence.

Question 3

Your English teacher has asked you to write a story.
Your story must begin with this sentence:

I was so happy when I saw the car coming.

Write your **story**.

Question 3 WRITING TUTOR

Writing Ideas

- You need to use your imagination.
- Ask yourself where you were and why.
- Think of something that would make someone feel worried and needing help.
- Think about what happened before this moment.
- Use phrases like: *I didn't know what to do, I felt very alone, I was quite worried/frightened, I thought no one would come.*
- Say what happened in the end. Use phrases like: *we all laughed, everything was ok.*

Suggested Structure

- **Paragraph 1** - Use the sentence given and describe where you were and why you were there.
- **Paragraph 2** - Say how you felt before you saw the car.
- **Paragraph 3** - Explain what happened next and who was in the car.
- **Paragraph 4** - Say what happened at the end of the situation and how you felt.

PAPER 3 LISTENING

PART 1 Questions 1-7

Play audio

For each question, choose the correct answer.

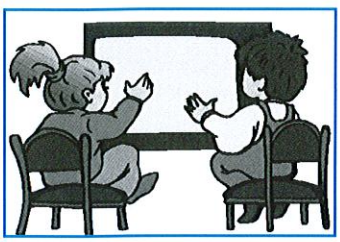
1. What does the girl like to do when she is on holiday?

A

B

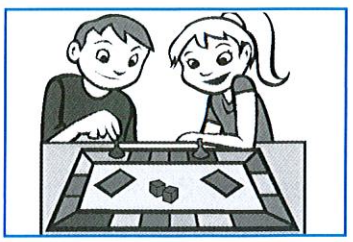
C

2. What are they going to do this evening?



A

B



C

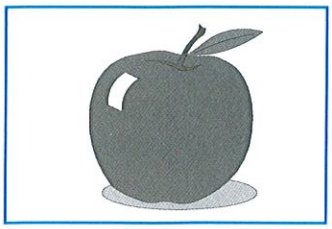
3. How much did the girl pay for the pair of trainers?

A

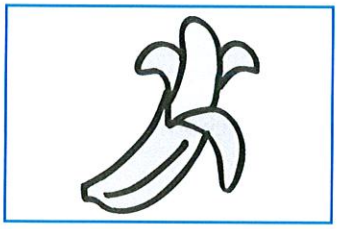
B

C

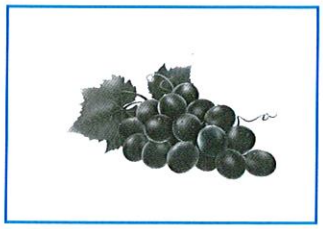
4. What fruit did the boy's sister put in his lunch box in the end?



A ☐



B ☐

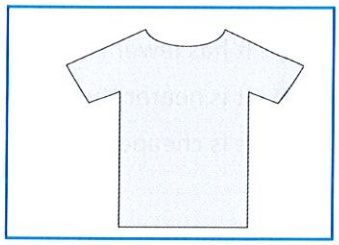


C ☐

5. What will the boy need to buy for his holiday?

A ☐

B ☐



C ☐

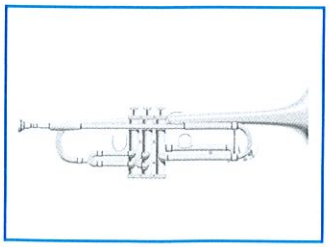
6. How will they communicate with each other?

A ☐

B ☐

C ☐

7. Which instrument does the boy want to learn to play?



A ☐

B ☐

C ☐

PART 2 Questions 8-13

For each question, choose the correct answer.

8. **You will hear two friends talking about their school trip on the river.**
What problem did the boy have on the boat?
A. There wasn't any fresh juice.
B. The cafe assistant wasn't polite at all.
C. All the staff were very rude to the students.

9. **You will hear a boy telling a friend about his new house.**
What was the main reason the boy's family moved to the new house?
A. It has fewer bedrooms.
B. It is nearer the city centre.
C. It is cheaper.

10. **You will hear two friends talking about school.**
The girl is feeling pleased because she
A. received a reward for her project.
B. won tickets to Disneyland.
C. got high marks at the end of the term.

11. **You will hear a boy talking about a train journey he had with his parents.**
Why did their journey take a long time?
A. They had to travel all the way by bus.
B. They had to travel part of the journey by bus.
C. They travelled all the way in a taxi.

12. **You will hear a girl telling her friend about her summer course.**
The boy suggests that the girl should
A. study more.
B. take up a hobby.
C. chat with people online.

13. **You will hear two friends talking about their new teacher.**
They agree that
A. he looks a little strange.
B. he is different from the other teachers.
C. he speaks fast and nobody can understand him.

PART 3 Questions 14-19

*For each question, write the correct answer in the gap. Write **one** or **two words** or a **number** or a **date** or a **time**.*

You will hear a film actor called Roger talking on the school radio about his typical day on a film set.

A Film Actor

Roger arrives at the film studio at **(14)** _____ a.m.

A woman does his **(15)** _____ after someone has brushed his hair.

Roger is playing a **(16)** _____ in this new film.

Filming is delayed because the film **(17)** _____ is often late.

When filming ends, Roger puts on his usual **(18)** _____ .

Roger has **(19)** _____ after he gets home and sleeps early.

PART 4 Questions 20-25

For each question, choose the correct answer.

You will hear an interview with a 16-year-old girl called Jenny, who went on a school exchange to America for a month.

20. Why did Jenny get involved in the school exchange project?

A. to get the chance to travel to many different countries

B. to see if she liked the American way of life

C. to see what being away from her parents was like

21. How did Jenny's parents deal with her going to America for a month?

A. They were very worried.

B. They tried to stop her from going.

C. They supported her.

22. Who did Jenny live with in America?

A. a family with lots of children

B. a family with three children and two dogs

C. a couple with no children and two dogs

23. How was the home in America different from Jenny's home in England?

A. bigger and more beautiful

B. more beautiful and less noisy

C. more noisy with a smaller garden

24. What Jenny missed most was

A. her family.

B. her friends.

C. her dog.

25. What did Jenny gain from the exchange project?

A. new friends

B. confidence

C. a job

Useful Vocabulary

for Practice Test 5 Reading

Reading - Part 1

reception *(n)* the part of a hotel or an office where people go when they first arrive there

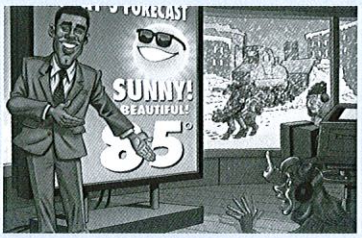
charge *(v)* to ask people to pay an amount of money, for a service or activity provided

replace *(v)* to put something or someone new in the place of something or someone else was before

deposit *(n)* a first payment of some money that you give in advance as part of a total payment

permit *(v)* to allow someone to do something

prohibit *(v)* to officially refuse something from being done



weather forecast *(n)* a statement on likely weather conditions for the next day(s)

predict *(v)* say what you think is likely to happen in the future

Reading - Part 2

illustration *(n)* a picture you can find in a book, magazine etc.

retire *(v)* stop working especially because of old age or ill health

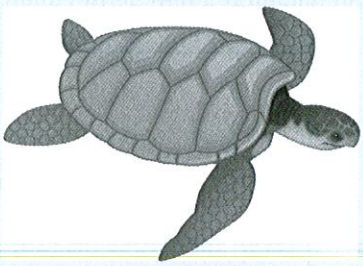
crime *(n)* an illegal act or activity

treat *(n)* an enjoyable and special experience or occasion

find *(n)* something valuable (or someone special) that has been discovered

civilisation *(n)* a human society that has developed its own culture, way of life and social organisations

Reading - Part 3



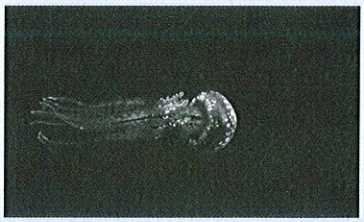
sea turtle *(n)* an animal which has a shell covering its body and lives mainly in the sea

majority *(n)* the larger part or number of something

speedboat *(n)* a boat with a powerful engine that can go very fast

fisherman *(n)* a man who catches fish, especially as his job

jellyfish *(n)* a soft, round, with almost transparent body, sea creature



memorable *(adj)* something worth remembering or easy to be remembered

form *(v)* to (make something) begin to exist

spoilt *(adj)* something that has been destroyed, damaged and is no longer able to be used

Reading - Part 4

fall in love *(n)* to start to love someone romantically

get away to escape from a place

persuade *(v)* to make someone do something by giving them a good reason why they should do it

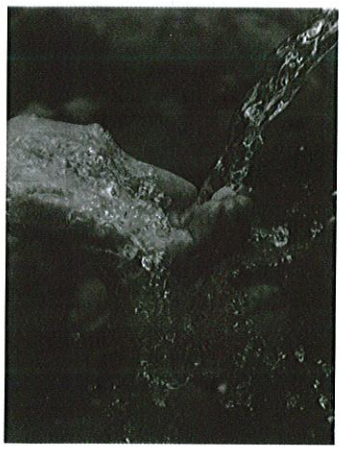
waterfall *(n)* water dropping from a higher to a lower point e.g. the edge of a cliff

Vocabulary Development for Test 5 Reading

Reading - Part 5

feed *(v)* to provide food to a person or animal

spring water *(n)* water taken from a natural spring

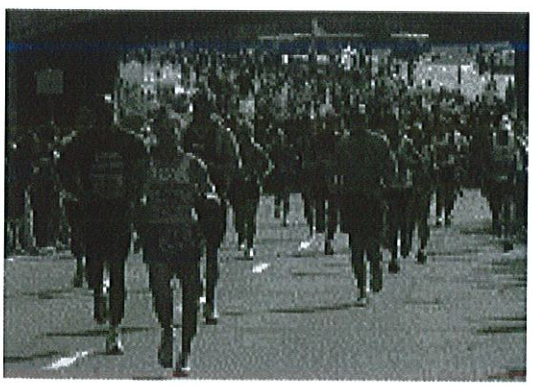


Reading - Part 6

admire *(v)* to have a feeling of respect for someone

extraordinary *(adj)* very unusual, special or strange

marathon *(n)* a race in which people run slightly over 26 miles (= 42.195 kilometres)



Exercise A

Choose the correct answer (A, B or C) to complete the sentences.

1. Jim Kay did the ..... for the new edition of the Harry Potter book series.
   A illustrations **B** majority **C** treats

2. He went to university in order to study ancient Roman ..... .
   A fishermen **B** civilisation **C** marathons

3. It was difficult to ..... her to change her mind about the trip.
   A replace **B** persuade **C** admire

Exercise B

Choose the correct word (A, B or C) to fill in the gaps.

4. The hotel does not ..... guests to bring their pets with them.
5. Paul bought a new smart watch for Adalyn to ..... the one he had borrowed and lost.
6. Caretta-Caretta is the most common ..... species that is found in the Mediterranean seas.

4. **A** permit **B** get away **C** admire
5. **A** charge **B** replace **C** predict
6. **A** sea turtle **B** speedboat **C** find

Exercise C

Complete the sentences using the correct form of three of the words in the box below.

extraordinary	marathon	deposit	
memorable	spoilt	fall in love	fisherman

7. Lexi will run her third ..... this year.
8. I learned how to be a ..... from my father.
9. The young actor gave a ..... performance at the National Theatre.

Test 5

PART 1 Questions 1-5

For each question, choose the correct answer.

1

- **A.** Sue will have to cook dinner for the guests this evening.
- **B.** They need some extra ingredients in order to make dinner.
- **C.** Mum won't be home in time for dinner tonight.

2

CHANGING ROOMS NOTICE TO ALL STUDENTS

Please return all locker keys to the reception before leaving. Unreturned keys are charged at £1.00 a day.
The money to replace lost keys is taken from your £10.00 member locker users deposit.

- **A.** Lost keys cost £1.00 to replace.
- **B.** Students pay a total of £11.00 for keys.
- **C.** Students have paid £10.00 in advance.

3

Bicycle Parking not permitted Monday to Friday from 9am to 6pm

During the weekend all traffic is prohibited - pedestrian use only.

- **A.** Students can park their bicycles late on Friday night if they wish to.
- **B.** On weekdays people are not allowed to walk on this road.
- **C.** On Saturdays you can drive by but not park on this road.

4

New message
To: June
From: Tony
Re: Weekend

Hi June!
How about a backpacking weekend? It will be challenging as the weather forecast predicts frequent showers. Hardly sunny camping weather, but we can get comfortable accommodation.
Chat later!
Tony

Send

- **A.** The weather is supposed to be warm at the weekend.
- **B.** The weather is likely to be wet during their trip.
- **C.** The weather won't stop them going camping.

5

AMAZING WINTER SALE

- *all sports clothes half price*
- *buy two T-shirts, get one free*
- *end-of-season shoes, from an incredible £5 a pair!*

- **A.** Everything is being sold at half price.
- **B.** You get a T-shirt at no cost with every sale.
- **C.** Shoes are sold at a starting price of 5 pounds.

PART 2 Questions 6-10

For each question, choose the correct answer.

The young people below all want to choose a book to read for themselves or someone they love. There are eight book reviews. Decide which book would be the most suitable for each person below.

6. Jake is interested in history, but especially historical figures and buildings. He likes illustrations to help him imagine what life was like in the past. He would love to read an exciting story. **6** ☐

7. Julia wants to buy a book for her mum. She lives a busy life running her travel company. She enjoys cooking, but wants simple recipe ideas as her free time is limited. **7** ☐

8. Paul loves mysteries, especially ones where you are left guessing until the very end. He reads every day on the school bus, so the longer the better! He would love something that would grab his attention. **8** ☐

9. Timothy would like to give a book to his grandad. He is a retired nature photographer of eighty years old. He used to love travelling and learning about different cultures when he was younger. **9** ☐

10. Sharon and Tom dream of an exciting life and they like being outdoors. They have decided to travel the world for a year and go to unusual places when they finish school. **10** ☐

NEW BOOKS

A. The Return

A mother's missing son turns up at her door one day. He was gone for the past 10 years. Who took him? Where has he been all this time? You won't be disappointed with this excellent crime novel. And if you like to be kept waiting, this is the book for you. It is the first in a series of three, so you won't find out who did it until the third book!

B. Tasty treats

This is a great idea for friends or family who can't stop asking themselves and others "What am I supposed to cook today?". Basic simple food, quick to prepare and at a low cost. The author uses ingredients that everybody has in their kitchen cupboards. Nothing complicated, only healthy and convenient.

C. A Life Well Lived

A Life Well Lived is an interesting piece of fiction based on the life of Blues singer Billy Holiday. Billy Holiday has been one of the very few musicians who has been such a great inspiration to other musicians as well as music itself. A perfect find for music lovers, or anyone who is interested in the history of Blues music and its influence.

D. The Long Road

Although this is quite an old-fashioned book in the way it is written, this excellent translation gives this historical work new life. *The Long Road* is great for history lovers but especially for anybody interested in other cultures and languages. Many may find it boring, but the few who will actually understand it will be amazed.

E. The History of Food

Do not rely on the title to get the full picture! It is, in fact, a recipe book but it is based on what people used to eat in the past and is full of interesting food from all around the world. *The History of Food* is a great book for anybody who likes to spend hours in the kitchen.

F. The Search

Do you love wildlife and nature? With this book there is no need to bother to get off the sofa to travel to beautiful destinations. It's better than any travel brochure and full of wonderful photography and interesting facts for the curious. You'll feel like you're actually there.

G. Going to Extremes

Do you like travelling and taking part in extreme sports? Written by an extreme sports athlete who has done just about everything in every location, this book is the perfect guide to the best places for those who love excitement and want to achieve their dream. A book for the brave ones!

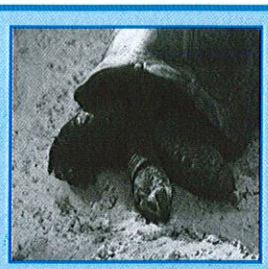
H. The Emperors

This is history brought to life for anybody with an interest in the deep drama and danger of Ancient Rome, where life and death depended on the mood of the Emperor. *The Emperors* is beautifully illustrated with interesting information about the architecture and culture of this ancient civilisation.

PART 3 Questions 11-15

For each question, choose the correct answer.

My summer volunteering
by Tina Newbury



At the age of 14 I have already decided that I want to be a vet. So, last summer I convinced my parents to spend our summer holidays volunteering. I really wanted to deal with sea animals, so when a friend told me about Archelon, the sea turtle organisation in Greece, I was really excited because I would leave the UK for the first time and go to a perfect destination, but I had no idea how amazing it would really be or how many new friends I would make. Now, I would recommend volunteering to any student who wants to get job experience, or simply have fun and meet great people.

Turtles have been on our planet for millions of years but are dying in large numbers because of fishing and pollution. This was a shock to me when I spent a few days at the Rescue Centre in Athens before leaving for my first project. There, I found out that the majority of the centre's turtles had been injured on the head by humans. Some were by accident, from speedboats, but a lot were done on purpose, often by angry fishermen, as these creatures get caught in their fishing nets while trying to eat the fish which are part of their natural diet. For the fishermen, however, this has a cost, as fewer fish mean less money, so they view the turtle as their enemy, even though these turtles are a protected species. And as if this isn't enough for these unlucky creatures to deal with, they also face the problem of eating plastic bags, thinking they are jellyfish, which are a key part of their diet.

The following months were spent learning and having fun in five different locations, but the most memorable was the last project, where we camped in an old museum with no electricity or water. However, the main problem was the insects which shared the museum with us, especially those that bit. But even that could not stop me from enjoying the daily contact with the turtles, and relaxing around a campfire sharing stories after sunset. Volunteering is a life experience I really recommend for any student.

11. What do we learn about Tina in the first paragraph?

A. She has a job with animals.
B. She only likes sea animals.
C. She is going to be an animal doctor.
D. She finished studying a year ago.

12. While Tina was in Greece,

A. she found out about an organisation called Archelon.
B. she enjoyed herself and formed new friendships.
C. she volunteered for several animal organisations.
D. she worked for Archelon as part of her training.

13. What does Tina say about the fishermen?

A. Their actions make her angry.
B. She understands their actions.
C. They try to look after the turtles.
D. They try to catch the turtles.

14. Tina suggests that

A. despite the difficulties she enjoyed herself.
B. insects spoilt her last project.
C. having no water was a big problem.
D. she enjoyed the nights most.

15. Which of the following is the best description of Tina?

A. a professional woman who is paid to look after sea turtles

B. a girl who hopes to help animals through her work in the future

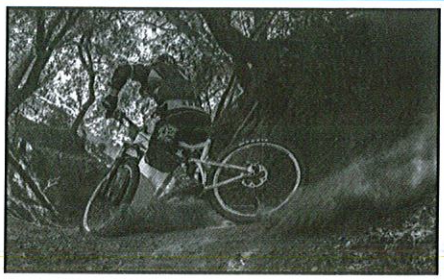
C. a girl who has been volunteering abroad in her summer holidays for years

D. a girl who had wanted to help turtles all her life

PART 4 Questions 16-20

Five sentences have been removed from the text below. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

Cycling the Most Dangerous Road



Like most children, I got my first bicycle at a young age. You could easily tell from all the pictures that I fell in love with it from the moment I saw it. So, while most children grow out of cycling, I took it to a whole new level. **16** ☐ My mum was not too keen on the idea but soon got used to it.

Nowadays, every spare moment I ever have I'm out, exploring different places. **17** ☐ Hills, mountains, forests, nothing beats that sense of achievement when you manage to get through some of the most difficult landscapes on a bike. It's not so much about others knowing what you can do, but rather proving to yourself that you are able to do it.

And of course, there's being in the natural environment. **18** ☐ Breathing some fresh air while getting away from the city not only relaxes you but also keeps you healthy.

So, when I saw an advertisement for cyclists to join a group to cycle in Bolivia, I was not just keen. **19** ☐ My mum was terrified when I announced I wanted to go, but as my father is a keen cyclist himself, he managed to persuade her that we should definitely go.

The Yungas Hwy is the world's most dangerous road. An average of twenty six vehicles disappear over its edge every year. **20** ☐ With only space for one vehicle the 1,000 metre drops are terrifying. Add to that the waterfalls, which fall directly onto the road, and the journey becomes even more dangerous as you try to avoid the frequent speeding lorries. But despite this, the excitement draws cyclists from around the world. And I just couldn't be the one to miss it.

A. Just to be outside, travelling through nature, is enough of a reason to do this.

B. I must admit, it was a country I had never wanted to visit.

C. Actually, it's more of a track than a road.

D. All my friends got motorbikes or cars.

E. The trouble is finding the free time.

F. It was a dream opportunity not to be missed.

G. The more challenging, the better.

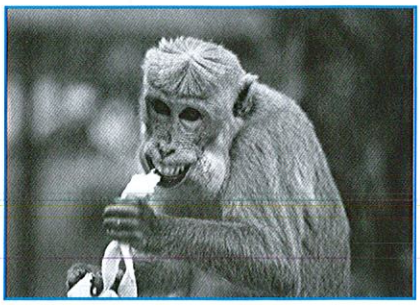
H. This meant getting myself a mountain bike and being out in all weathers.

PART 5 Questions 21-26

For each question, choose the correct answer.

An interesting school project

by Terry Smith



This month we're doing a project on unusual animals and my team got the Japanese Macaques, or as they are often called, snow monkeys. It was exciting to **(21)**..... out so much about them.

These monkeys live at much lower temperatures than any other monkeys, feeding on a few plants while trying hard to stay warm. But what makes them so strange is their **(22)**..... to pass on new ideas to each other, something **(23)**..... in a scientific study when a single snow monkey started washing her food in the ocean. Following this, after a few generations, every monkey was doing it.

People who are **(24)**..... in the Macaques often visit the Jigokudani Monkey Park in Jigokudani Valley, Japan. There the Macaques often have hot baths on a snowy winter's day. Well, this is not part of their typical **(25)**..... . They have once again copied a single snow monkey who decided to jump into the hot spring water back in 1963 on a(n) **(26)**..... cold day.

21.	**A.** carry	**B.** find	**C.** check	**D.** hand
22.	**A.** possibility	**B.** qualification	**C.** ability	**D.** lesson
23.	**A.** discovered	**B.** invented	**C.** designed	**D.** located
24.	**A.** amazed	**B.** interested	**C.** curious	**D.** excited
25.	**A.** behaviour	**B.** portrait	**C.** act	**D.** role
26.	**A.** frozen	**B.** extreme	**C.** spring	**D.** freezing

PART 6 Questions 27-32

For each question, write the correct answer. Write ONE word for each gap.

A person I admire

by Lea Carson

People are always trying to do things never achieved **(27)**..... , and Ross Edgley is definitely one of the few who are brave **(28)**..... to try to do the incredible. Ross, a thirty-three-year-old fitness expert, is the first person in history to swim the 1,792-mile journey around Great Britain. His amazing journey of 157 days **(29)**..... even recorded in a weekly internet series, "Ross Edgley's Great British Swim".

Although he may **(30)**..... best-known for this achievement, he has done plenty of other extraordinary things, ranging from running a marathon while pulling a 1.4 tonne car **(31)**..... completing an Olympic Distance Triathlon carrying a 100-lbs tree.

The reason I admire Ross, however, is **(32)**..... so much that he is one of the fittest men alive, but for the fact that he wishes to teach us that the human body is much more powerful than our minds often lead us to believe.

WRITING

PART 1

*You **must** answer this question.*
*Write your answer in about **100 words**.*

Question 1

Read this email from your English-speaking friend Sonia and the notes you have made.

EMAIL

From: Sonia

Subject: School exchange

Hi Marco!

I remember you mentioned you were going on a school exchange this year. Where are you going? I hope it's somewhere interesting so that you will have lots to do.

Are you going to practise your English or another language? It's really the best way to improve your speaking skills.

Have you got information on the family you are staying with?

When are you coming back? I'd love to come for a visit.

Write soon.

Sonia

Explain...

Describe...

Yes...

Tell Sonia...

Write your **email** to Sonia using **all the notes**.

Question 1 WRITING TUTOR

Writing Ideas

- Make a note of any questions asked in the email.
- Create an answer for each question.
- Use vocabulary and phrases like: *going on a school exchange, it will be interesting, very different from..., a new experience, a new country, meet new people.*
- Maybe add some extra relevant information.

Suggested Structure

- **Paragraph 1** - Say where you are going.
- **Paragraph 2** - Say what language you will speak.
- **Paragraph 3** - Say who you will be staying with.
- **Paragraph 4** - Say when you will be back and mention Sonia's visit.

TEST 5

PART 2

*Choose **one** of these questions.*
*Write your answer in about **100 words**.*

Question 2

You see this notice on an English-language website for students.

Articles wanted!

An Interesting Place

Write an article telling us about the most interesting place you have ever been to. What did you do there? Would you recommend it for other people to go? The best articles answering these questions will be published next month!

Write your **article**.

Question 2 WRITING TUTOR

Writing Ideas

- Read the questions properly and make a note of what is required.
- Think of an interesting place. Is it a big place? Is it a beautiful place? Is it far away?
- Think of the things you can see and do there. Are there any museums and old buildings? Is it a city or near the sea or in the countryside?
- You can use phrases like: *there are lots of shops, it had a large castle/palace/museum/park, the restaurants are very good, the people are friendly.*
- You can use vocabulary like: *friendly, safe, clean, quiet, busy noisy, amazing, unusual, wonderful.*

Suggested Structure

- **Paragraph 1** - Start the article saying where the place is.
- **Paragraph 2** - Say why you went there and where you stayed.
- **Paragraph 3** - Say what you did there.
- **Paragraph 4** - Finish the article giving recommendations.

Question 3

Your English teacher has asked you to write a story. Your story must begin with this sentence:

When I heard the sound, I slowly turned around.

Write your **story**.

Question 3 WRITING TUTOR

Writing Ideas

- You need to use your imagination.
- Ask yourself where you were and why you were there.
- Think of something that might make a noise behind you.
- Think about what you might be feeling.
- Use phrases like: *I didn't know what the sound was, I knew immediately what the sound was.*
- Say what happened in the end: *It was terrible/surprising/shocking/wonderful/unbelievable.*

Suggested Structure

- **Paragraph 1** - Use the sentence given and describe where you were and why you were there.
- **Paragraph 2** - Write what sound you heard and how it made you feel.
- **Paragraph 3** - Write what happened next and how it affected you.
- **Paragraph 4** - Explain what happened at the end of the situation and how you felt.

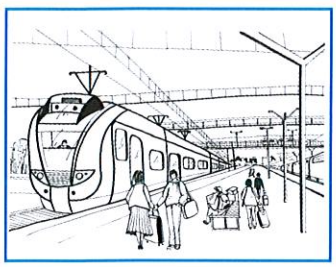
PAPER 3 LISTENING

PART 1 Questions 1-7

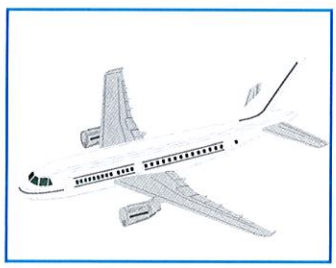
For each question, choose the correct answer.

Play audio

1. How had the girl expected to travel?



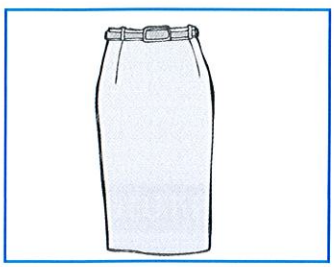
A



B

C

2. Which skirt did the girl buy?



A

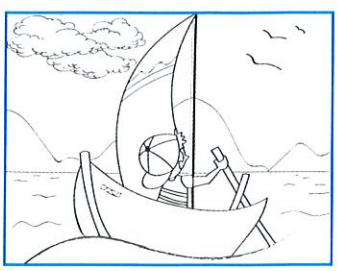
B

C

3. What is the weather forecast for Saturday?

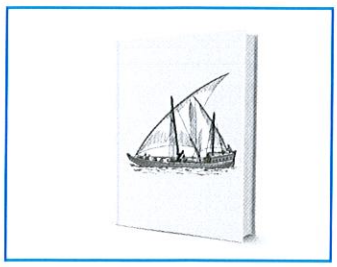
A

B



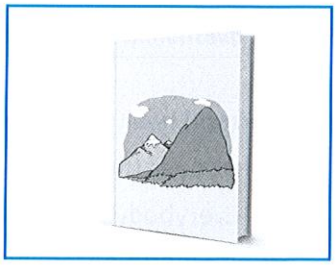
C

4. Which book has the boy already bought?



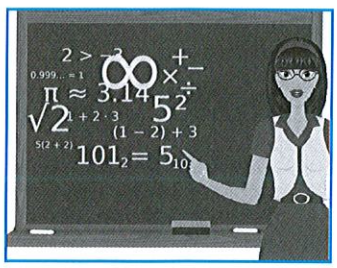
A ☐

B ☐

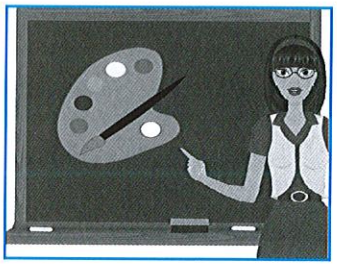


C ☐

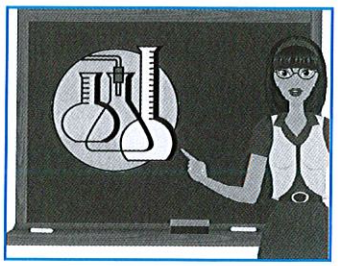
5. Which lesson did the girl have first?



A ☐



B ☐



C ☐

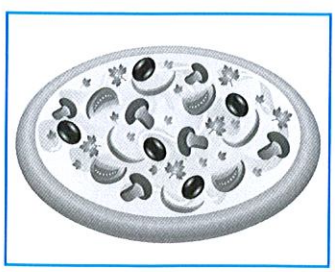
6. Who is the girl phoning?

A ☐

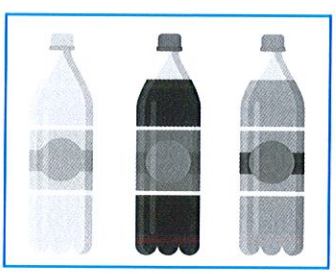
B ☐

C ☐

7. What is the boy's mother going to get?



A ☐



B ☐

C ☐

PART 2 Questions 8-13

For each question, choose the correct answer.

8. **You will hear two friends talking about a new sports centre.**
What does the girl say about it?
A. Everybody gets a membership discount.
B. It's worth becoming a full member.
C. Members pay extra for some classes.

9. **You will hear two friends talking about shopping online.**
How does the boy feel about it?
A. He finds it difficult to decide what to buy.
B. He finds online shopping stressful.
C. He finds online shopping satisfactory.

10. **You will hear a girl telling a friend about a holiday she's been on.**
What does the girl say about herself and her cousin?
A. They both liked outdoor activities.
B. They enjoyed most of their time together.
C. They had little in common.

11. **You will hear a boy asking a girl about an article he has written.**
The girl tells the boy to
A. give more examples.
B. change the subject.
C. correct some mistakes.

12. **You will hear two friends talking about a new television series.**
What does the boy think about it?
A. The acting is quite good.
B. He finds it amusing.
C. It should be in English.

13. **You will hear a girl talking about a new teacher.**
How do the girl's parents feel?
A. negative towards her new maths teacher
B. worried about her changing class
C. surprised by her progress in maths

PART 3 Questions 14-19

*For each question, write the correct answer in the gap. Write **one** or **two words** or a **number** or a **date** or a **time**.*

You will hear a man called Jack Pindar talking to a group of students about his job as a radio presenter.

Radio Presenter

At university Jack studied **(14)** _____ .

Before the show Jack drinks **(15)** _____ .

Jack's favourite part of the job is **(16)** _____ .

Jack was embarrassed when he couldn't remember a **(17)** _____ .

If Jack wasn't a radio presenter he would be a **(18)** _____ .

Jack will be doing a charity show at **(19)** _____ at the weekend.

PART 4 Questions 20-25

For each question, choose the correct answer.

You will hear an interview with a 17-year-old boy called Daniel, who arranged some events to raise money to improve a local youth club.

20. Daniel decided to try to raise money because

A. there was a lot of crime in his neighbourhood.

B. he and his friends were bored.

C. it was part of a school project.

21. How did Daniel let people know about the events?

A. He used social media.

B. He put posters in public places.

C. He phoned everyone.

22. Daniel says that in the beginning he thought

A. he wouldn't raise enough money.

B. it would be easy to raise the money.

C. it would take a long time to raise the money.

23. How did Daniel feel after the first event?

A. excited

B. disappointed

C. angry

24. Daniel's favourite event was

A. the Sunday sale.

B. the cooking competition.

C. the dog show.

25. In the future, Daniel plans to

A. do more work for charity.

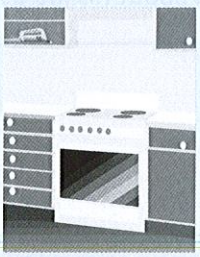
B. open another youth club.

C. become a better cook.

Useful Vocabulary

for Practice Test 6 Reading

Reading - Part 1



appliance *(n)* an electrical machine or piece of equipment used in the house, such as a washing machine or an oven

strictly *(adv)* in a very limited or limiting way

shut down stop working

Reading - Part 2

character *(n)* a person in a film, play, story etc.

relate to sth to be able to understand a situation or someone's feelings because you have experienced similar situations or feelings

action-packed *(adj)* full of activity and exciting events

nominate *(v)* to officially suggest that someone should be given an honour by receiving a prize

award *(n)* a prize that is given to someone, who has achieved something, following an official decision

beast *(n)* a large or wild animal that might be dangerous

car mechanic *(n)* a person whose job is to repair the engines of vehicles

Reading - Part 3

surrounding (adj) being all around a place

junior school *(n)* a school for children between the ages of seven and eleven, primary school

apprenticeship *(n)* a period of time that you train in a job and work as an apprentice in order to gain job experience

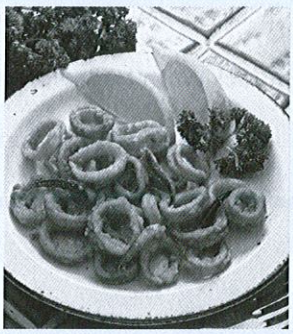
catering school *(n)* a further education school where you learn to cook as a profession

informative *(adj)* with a lot of useful information

regularly *(adv)* often, frequently

cater *(v)* to provide or serve food and drinks

portion *(n)* the amount of food that is served to one person



homemade *(adj)* made or cooked at home rather than bought from a shop

pressure *(n)* an unpleasant feeling that you have when you are in a difficult situation

Reading - Part 4

memorise *(v)* learn something so that you remember it

strategy *(n)* a detailed plan for achieving something

flash card *(n)* a card with words or pictures that helps students to learn something

take advantage of use the good things in a situation

master *(v)* learn how to do something very well

complex *(adj)* something with a lot of different but related parts

Vocabulary Development for Test 6 Reading

Reading - Part 5

arrangement *(n)* a way of planning how things will happen

rough *(adj)* something unpleasant or difficult to do

employer *(n)* a person or a company that employs people to work for them

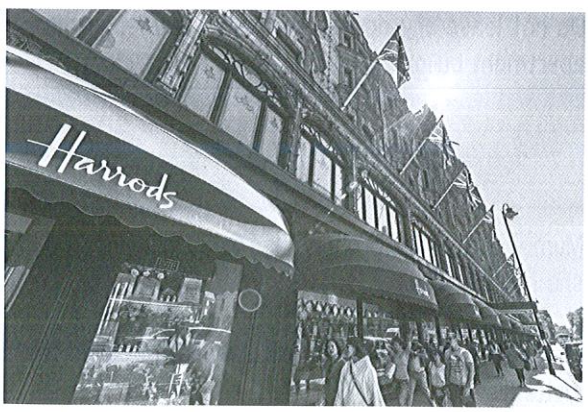
bossy *(adj)* someone who is always telling other people what to do (usually, not in a polite way)

Reading - Part 6

credit card *(n)* a small plastic card that you use to buy things and pay for them later

habit *(n)* something that you do often and regularly without thinking about it

high street *(n)* the main street in a town where most shops and businesses are



Exercise A

Choose the correct answer (A, B or C) to complete the sentences.

1. Mr Green asked Barry to ..... the poem by next week.
   A nominate **B** cater **C** memorise

2. The students made a(n) ..... video about plastic pollution in the oceans.
   A rough **B** informative **C** surrounding

3. James took a(n) ..... to learn the necessary skills to become a chef.
   A junior school **B** apprenticeship **C** catering school

Exercise B

Choose the correct word (A, B or C) to fill in the gaps.

4. A new bookshop had opened on the ..... .
5. Helen got only a small ..... of pie because she wasn't very hungry.
6. I thought that it was a good idea to join the youth centre because I would ..... the sports facilities while I'm there.

4.	**A** appliance	**B** flash card	**C** high street
5.	**A** portion	**B** pressure	**C** strategy
6.	**A** shut down	**B** relate to	**C** take advantage of

Exercise C

Complete the sentences using the correct form of three of the words in the box below.

character	homemade	bossy	beast
car mechanic	complex	award	

7. My older sister is .....; she always tells me to do things for her.
8. I made some ..... chocolate biscuits because the ones we buy at the supermarket are not healthy.
9. I heard Martha received a(n) ..... for her performance at the classical ballet play.

Test 6

PART 1 Questions 1-5

For each question, choose the correct answer.

1

WIN A CAMERA COMPETITION

Tell us in 250 words why photographs are important.

Last entry for competition, Friday 1st May.

Professional writers are prohibited from entering.

In order to enter the competition,

A. you must send in a photograph of a professional writer

B. you have to write an article explaining what something means to you.

C. you need to be a good photographer using a professional camera.

2

New message

To: Peter

From: Susan

Hi Peter,
Summer camp is great and I really like the wooden cabins that we are staying in.
The meals could be a lot better but at least I will lose weight with all this exercise and not eating much.
Susan

Send

Why is Susan writing to Peter?

A. to tell him what the summer camp is like

B. to explain why she keeps eating so much food

C. to tell him what he can do when he stays at this camp

3

SPECIAL OFFER!

BUY THREE CDS, GET CHEAPEST ONE FREE.
Offer available for the next 5 days only.
DVDs are 50% off, just for today.

A. You don't pay for one CD if you buy two others today.

B. You should buy at least 3 DVDs to get them for half their normal price this week.

C. You will get a discount today if you buy any CD.

4

Please turn off the air conditioner, lights and all other electrical appliances when you leave the apartment. Also make sure all doors and windows are shut before exiting the building.

A. Opening apartment windows is strictly prohibited.

B. Appliances will shut down immediately after you have exited your apartment.

C. Do not leave any doors open when you leave the apartment building.

5

9:47 AM

Jane,
Phone message from Tim.
He's going cycling tonight and asks whether you would like to go with him.
Phone him before 6pm, please.
Mum

A. Mum wants Jane to phone her to let her know what she has decided.

B. Tim wants to meet Jane at 6pm to go cycling.

C. Jane was not available to talk when Tim called to invite her out.

PART 2 Questions 6-10

For each question, choose the correct answer.

The people below are all looking in Netflix for a film to download. Look at the descriptions of eight films.

Decide which film would be the most suitable for the people below.

6. Kostas likes films that have nothing to do with real life. He loves fantasy and special effects. He has a really good imagination and so he likes very creative stories. **6** ☐

7. Pierre loves anything to do with things going very fast. He doesn't mind if it's motorbikes, cars, speedboats or planes. He really loves fast action. He would also like a character that he can relate to. **7** ☐

8. Robert enjoys eating more than anything else and he spends most of his money going to restaurants or watching cookery programmes on TV. He particularly likes Eastern and Asian food. **8** ☐

9. Julia loves anything to do with the past. She is especially interested in famous people in history. She would like to watch a biography or a drama. **9** ☐

10. Tina and Cathy like nothing more than to sing and dance to their favourite pop singers and bands. They like funny films that are easy to watch and prefer them to have some romance. **10** ☐

FILMS

A. Skyfall
Daniel Craig plays 007 James Bond in this action-packed film. With the usual mix of good guys and bad guys that you would expect from any James bond film, this will not disappoint you. Bond's boss 'M' is in trouble and he is the only person who can save her.

B. Mamma Mia - The Movie
A fun musical featuring the hits from the Swedish pop group Abba. This film is filmed on a beautiful Greek island and tells a story of summer love. You will want to join in the dancing and singing. As if that weren't enough, the actors are some of the most famous in the world.

C. Victoria and Abdul
This is the true story of the unexpected relationship between the British Queen Victoria and a young Indian man. This film is a wonderful story about friendship and also the history of Great Britain in the 1800s. Based on the book of same name by Shrabani Basu, *Victoria and Abdul* has been nominated for several awards.

D. Fantastic Beasts and Where to Find Them
This is a fantasy story from the famous writer J.K Rowling who wrote the *Harry Potter* books. As you would expect, the film is exciting and unexpected. It is based in New York in 1926 and Eddie Redmayne plays a scientist who fights the dark powers with the help of his strange and magical creatures.

E. The Theory of Everything
This is the true story of the famous scientist Stephen Hawking and how he fights a terrible disease that attacks his body when he is still a young university student. It is also a love story and it will make anyone who watches it feel positive and sure that they can achieve big things in their life.

F. One for The Road
This is the story of a young car mechanic who works for a famous racing driver. On the day of a big race the driver gets sick and the young mechanic gets the chance to drive a million-pound racing car in an international race. You can probably guess what happens next.

G. Lion
This is the true story of a boy who gets lost in India at the age of five and ends up living in Australia with a new family. He can never forget that he has an Indian family far away and when he grows up he tries to find them. The film gives us a good idea of what life is like in the poor areas of India in contrast to a rich life in Australia.

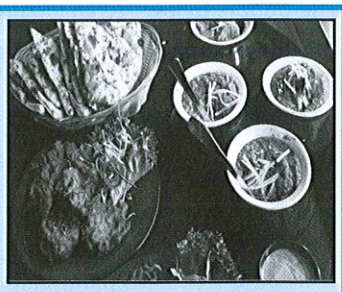
H. The Ramen Girl
This is the story of a girl who moves to Japan with her boyfriend but then he leaves her and she has to find a way to live there on her own. She gets a job in a Japanese restaurant and becomes an excellent chef. This film will teach you a lot about Japanese culture and cooking.

PART 3 Questions 11-15

For each question, choose the correct answer.

'Freshly' Restaurant

by Peter Newman



Last week my parents and I visited Freshly, a modern British restaurant, in the centre of Brighton, Sussex. So it was the perfect opportunity to write a review for the school paper.

All of the ingredients used in Freshly come from Sussex and the surrounding area. It was also the first restaurant in the world to be serving only English wine. Since opening in 2018 Freshly has won many awards. The owner and head chef at the restaurant is only 24 years old and she has been cooking three-course meals for her family since she was nine and still at junior school. Jane did an apprenticeship at the famous Grand Hotel, in Brighton, and later also went to catering school in London. She says this was one of the hardest courses she has ever done and sometimes she was so tired that she could hardly speak. Despite this, she never felt like giving up because she knew she was following her dream.

Freshly is a small restaurant with a view over the back streets of Brighton where you can watch the world walk by. The staff are always welcoming. The head waiter is very informative about the food and how it is cooked and also from where all the ingredients have come from. The chefs are not scared to experiment, so the menu changes regularly. The chefs are lucky enough to be a team of good friends, and they try to eat out at different restaurants as often as they can. They take a lot of inspiration from their favourite chefs to make the Freshly experience as perfect as possible.

One thing to remember, however, is that you are limited to what they have that day on the menu. Freshly, however, will always cater for people with special food needs and vegetarians. The food is beautifully prepared and comes in small tasty portions. Wonderful homemade bread, too. Very nice - but expensive. Four set menus with an extra cheeseboard, two bottles of water and 2 coffees will cost around £150 without a tip. So yes, fine dining; but at a price.

11. The food at Freshly

A. is grown by the staff.
B. comes from places in or close to Brighton.
C. comes from all over the world.
D. comes all over Britain.

12. Where did the owner start to train as a chef?

A. at junior school
B. at university
C. at home with the help of her family
D. in a hotel

13. How did Jane feel while she was training to be a chef?

A. She was really tired but felt positive about the experience.
B. She wanted to give up because of the pressure.
C. She wasn't sure if she would be successful.
D. She found it quite easy to finish the training.

14. What is said about Freshly restaurant?

A. The head waiter is in charge of the menu.
B. The staff often change jobs because they like to do different things.
C. It is a big and fancy restaurant with a great view.
D. The staff have a very good relationship with each other.

15. What would Peter say about Freshly restaurant?

A. Freshly restaurant may serve tasty food but it is extremely pricey - not worth it.

B. A great effort from a successful young chef who supports local products.

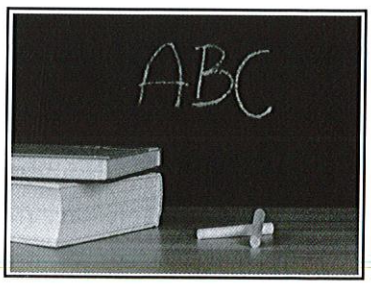
C. A famous chef that tried rather unsuccessfully to set up a different kind of restaurant.

D. The cheerful staff and nice location are the only things that are worth mentioning.

PART 4 Questions 16-20

Five sentences have been removed from the text below. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

Learning a language



Whatever your reason for learning a new language, you can probably agree it'd be ideal to learn it fast. **16** ☐ You'll have to learn a new grammar, memorise vocabulary words, practise speaking, etc. But learning a new language does not need to be a slow or boring process if you follow the right strategy.

The first step to learning a new language fast is to set goals. When you think about it, this makes a lot of sense. **17** ☐ When faced with the idea of learning a new language, most of us feel nervous. Setting goals helps you to focus.

Languages are made up of a shocking number of words. English, for example, has between 600,000 and 1 million words. **18** ☐ Consider this: the top 100 words make up about 50 percent of English language texts, and the top 1,000 words make up about 90 percent! By focusing on learning these words first, you can increase the amount of information you understand very quickly.

One of the best ways to learn vocabulary words is to use flashcards. Flashcards allow you to test yourself, which helps you memorise new information. Try out electronic flash cards. **19** ☐ You can easily carry large amounts of words on your smartphone or tablet, and you can take advantage of flash cards that other people have created and made public.

When you're learning a new language, it can be hard to practise words in context because you haven't mastered yet enough vocabulary to make complex sentences. **20** ☐ For example, if you're learning the Spanish word **casa** (house), you could say, "I'm going to go to my casa now." You can also make up a sentence with the new word you're learning, the meaning of the word and a word in your own language that sounds similar.

A. Paper flashcards work just as well but electronic flash card programmes provide some great benefits.

B. But in reality, having goals doesn't help you achieve much.

C. If you don't set goals, how can you know what you want to achieve?

D. At this time, there is no point even trying to remember the word.

E. Luckily, you don't need to learn anywhere near that many words to be good at a language.

F. You should aim to learn about 5,000 words in a couple of weeks.

G. To get around this, simply use the word in a sentence in your native language.

H. Yet the idea of learning a language seems anything but fast.

PART 5 Questions 21-26

For each question, choose the correct answer.

Choosing your first job

In general we will all spend about two thirds of our life at work. This means that we will probably have many different jobs over the years. However, our first **(21)**..... of work is a very important one. If our first job is **(22)**....., we won't be worried about working. But if we have a job that makes us feel anxious or miserable, we may think that work is something to dislike forever. For this reason a person should think carefully before they **(23)**..... for their first job. For example, if you are the type of person that enjoys working outside and being very active, it would be silly to choose a(n) **(24)**..... such as a receptionist. And let's face it, many people who start their first job are still teenagers with lots of energy. It's also important to have a job where you like your **(25)**..... . There is nothing worse than having a boss that you don't like. But of course, you need to work hard and show that you are **(26)**..... in order for them to trust you and know that you will do your job well.

21.	**A.** arrangement	**B.** booking	**C.** experience	**D.** conference
22.	**A.** pleasant	**B.** confusing	**C.** satisfied	**D.** rough
23.	**A.** earn	**B.** quit	**C.** retire	**D.** apply
24.	**A.** occupation	**B.** application	**C.** contract	**D.** qualification
25.	**A.** assistant	**B.** employer	**C.** servant	**D.** employee
26.	**A.** bossy	**B.** reliable	**C.** typical	**D.** gentle

PART 6 Questions 27-32

For each question, write the correct answer. Write ONE word for each gap.

How shopping has changed

I guess most teenagers have completely given **(27)**..... going to the shops to buy things and instead we are using the internet to shop online. **(28)**..... are many reasons for this. Firstly, we have so much to do that there is very **(29)**..... time to walk around the shops **(30)**..... for what we want. Also when the shops are open, we are usually at school so we can't get to them except during our school holidays. These days we also use credit cards **(31)**..... than we use cash, so it is very easy to pay for whatever we want to buy over the internet. But my mum says that these changes in our shopping habits have caused many shops on our high streets to close down. These days you can see empty shops everywhere, while in the **(32)**..... most shops were busy and successful.

WRITING

PART 1

*You **must** answer this question.*
*Write your answer in about **100 words**.*

Question 1

Read this email from your English-speaking friend Tanya and the notes you have made.

EMAIL

From: Tanya

Subject: Joining the gym

Hi,

Yes... How are you? It's been a while since we last talked to each other. Are you still interested in joining the gym?

Say which I prefer... If yes, then it'd be really great if we went together. I was thinking we could go either on Saturday or Sunday. Are you free?

We could cycle there to save money on bus fares and to be healthier. What do you think?

Yes... Oh, I almost forgot. How's your brother now? I heard he was ill.

Email me soon,

Tanya

Explain...

Write your **email** to Tanya using **all the notes**.

Question 1 WRITING TUTOR

Writing Ideas

- Make a note of any questions asked in the email.
- Create an answer for each question.
- Use vocabulary and phrases like: *that's a good idea, I need to get fit, I've put on weight, It's better for me if..., I prefer/ would rather...*
- Maybe add some extra relevant information.

Suggested Structure

- **Paragraph 1** - Say that you want to join the gym and why.
- **Paragraph 2** - Say when you want to go and why.
- **Paragraph 3** - Say how you will get there.
- **Paragraph 4** - Say how your brother is and close off the email.

TEST 6

PART 2

*Choose **one** of these questions.*
*Write your answer in about **100 words**.*

Question 2

You see this notice in your school English-language magazine.

Articles wanted!

Eating out

Write an article telling us how often you eat out.
Who do you usually go with? Why do you eat out?
Is there a restaurant you like visiting more than others?
Why or why not?
The best articles answering these questions will be published in the school magazine!

Write your **article**.

Question 2 WRITING TUTOR

Writing Ideas

- Read the questions properly and make a note of what is required.
- Think about when you eat out and where you like to go.
- Who do you usually go out for a meal with and who pays.
- You can use phrases like: *friendly staff, good food, interesting menu, fresh food, fast food, clean restaurant, not too expensive, a special occasion.*

Suggested Structure

- **Paragraph 1** - Start the article saying how often you eat out and who you go with.
- **Paragraph 2** - Say why you eat out.
- **Paragraph 3** - Say what your favourite restaurant is and why.
- **Paragraph 4** - Finish the article with a closing sentence.

Question 3

Your English teacher has asked you to write a story.
Your story must begin with this sentence:

It was a lovely warm day as we drove to the beach.

Write your **story**.

Question 3 WRITING TUTOR

Writing Ideas

- You need to use your imagination.
- Ask yourself how you feel when you go on a day out.
- Think of who you enjoy going out with and why.
- Use phrases like: *I was looking forward to, it was going to be a great/lovely/nice/relaxing day.*

Suggested Structure

- **Paragraph 1** - Use the sentence given and describe where you were going and how you were going there.
- **Paragraph 2** - Say who you were with and how you felt.
- **Paragraph 3** - Write what happened and how it affected you: I was disappointed, pleased, upset, worried, happy.
- **Paragraph 4** - Explain what happened at the end of the situation and how you felt.

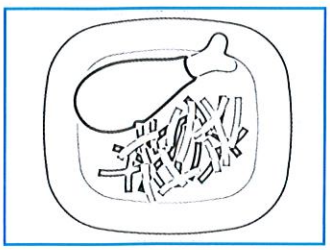
PAPER 3 LISTENING

PART 1 Questions 1-7

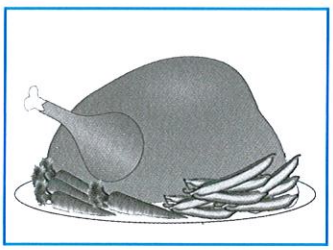
For each question, choose the correct answer.

Play audio

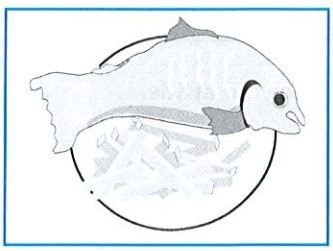
1. What will they eat?



A

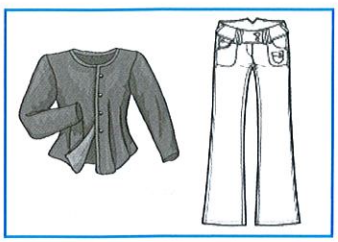


B

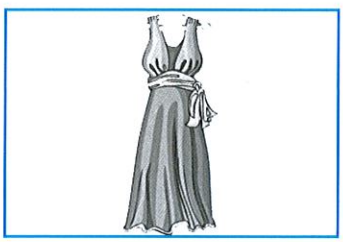


C

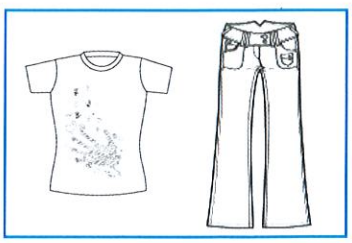
2. What will the girl wear to the party?



A

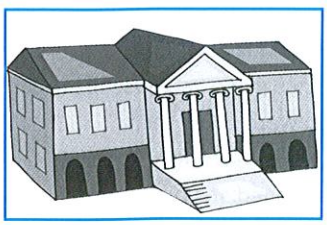


B

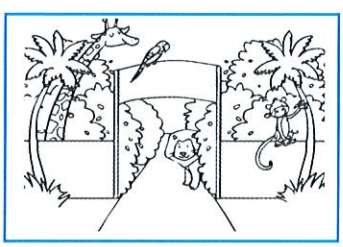


C

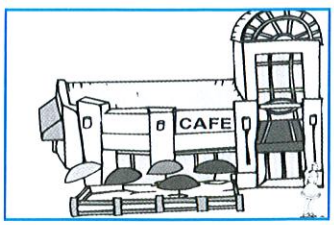
3. Where will the student's tour of the city centre end?



A

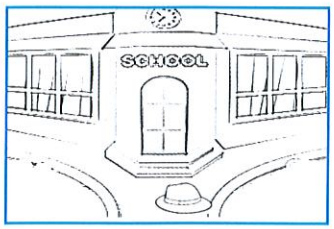


B

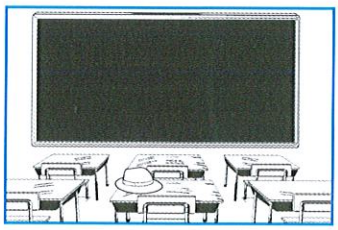


C

4. Where was the boy's hat?



A ☐



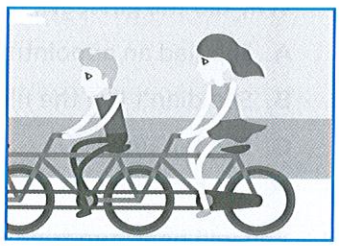
B ☐

C ☐

5. What will they do on Friday?

A ☐

B ☐



C ☐

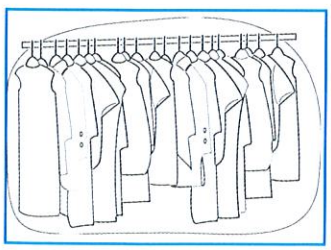
6. What was wrong with the boy?

A ☐

B ☐

C ☐

7. What is on special offer today?



A ☐

B ☐

C ☐

PART 2 Questions 8-13

For each question, choose the correct answer.

Play audio

8. **You will hear two friends talking about a neighbour's dog.**

The boy thinks the dog

A. needs more walks.

B. is left alone for too long.

C. is unfriendly.

9. **You will hear two friends talking about a film.**

Why did the girl leave the cinema early?

A. She had an appointment with her dad.

B. She didn't like the film.

C. She felt unwell.

10. **You will hear two friends talking about the maths lesson.**

What do they agree on?

A. They don't like the teacher.

B. The work is getting harder.

C. They won't pass the exam.

11. **You will hear two friends talking about a school trip they went on.**

What happened?

A. There was a change of plan.

B. Their teacher got angry.

C. The students were disappointed.

12. **You will hear two friends talking about a football match.**

Who was the boy angry with?

A. the coach

B. the players

C. the fans

13. **You will hear two friends talking about a new leisure centre.**

What did the boy like most about it?

A. the design of the building

B. the gym's equipment

C. the swimming pool

PART 3 Questions 14-19

*For each question, write the correct answer in the gap. Write **one** or **two words** or a **number** or a **date** or a **time**.*

You will hear a teacher telling a group of students about a geography trip.

School Geography Trip

Date of Geography trip:	Wednesday **(14)** _____
Each group will be given:	a **(15)** _____
Length of walk:	**(16)** _____
Person responsible for health issues:	**(17)** Mr _____
Type of shoes to wear:	**(18)** _____
Coach arrives at school at:	**(19)** _____ p.m.

Play audio

PART 4 Questions 20-25

For each question, choose the correct answer.

You will hear an interview with a young teacher called Carol.

Play audio

20. Who inspired Carol to become a teacher?

A. her parents

B. her drama teacher

C. her classmates

21. What is the most important thing about being a teacher, according to Carol?

A. show how much they know about their subject

B. be more intelligent than their students

C. communicate well with their students

22. What does Carol have her students do if they aren't working well?

A. extra homework

B. a written test

C. physical exercise

23. How does Carol feel about her career as a teacher?

A. proud

B. anxious

C. disappointed

24. Carol's parents

A. are disappointed with what she has achieved so far.

B. are very satisfied with her career progress.

C. feel sorry they didn't let her become an actor.

25. What does Carol want to do in the future?

A. be a headteacher

B. continue to teach

C. do some acting

Useful Vocabulary

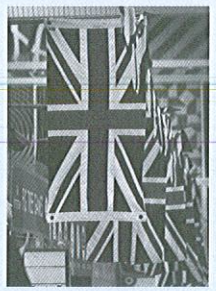
for Practice Test 7 Reading

Reading - Part 1

crash *(n)* an accident involving a vehicle, in which the vehicle is damaged or someone is hurt

in progress being done or suggested but not yet complete

flag *(n)* a piece of cloth with patterns and colours that show or represent a country or a group or something with a particular meaning



fine *(n)* money that has to be paid as a result for not obeying a law or rule

Reading - Part 2

wealthy *(adj)* rich; having a large amount of money

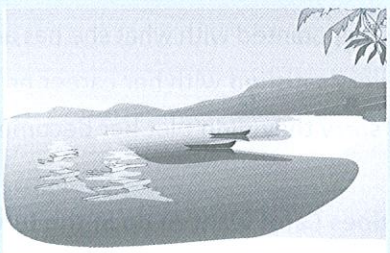
wave *(n)* a line of water that rises up on the surface of the sea

public transport *(n)* buses, trains etc. used by the public, that operate at regular times on fixed routes

resort *(n)* a place where people go on holiday

savings *(n plural)* the amount of money that you keep in a bank

coast *(n)* an area of land next to the sea

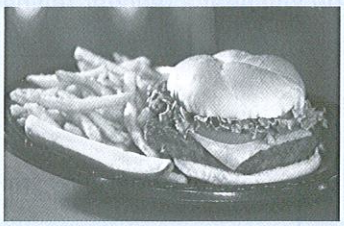


reasonable *(adj)* someone who is sensible and practical

interrupt *(v)* to cause an activity or event to stop briefly

Reading - Part 3

junk food *(n)* quick and easy to prepare food; usually, not good for our health



reduce *(v)* to make something smaller (in size, amount, etc.)

sell-by date *(n)* a date printed on food products to show that these products should not be sold after that date

provide *(v)* give

social service *(n)* a service provided by a local or a national government to help people with problems

get rid of sth to throw away, or to give away something that you don't want anymore

promote *(v)* to encourage or support something

Reading - Part 4

compete *(v)* trying to be more successful than someone else

finish line *(n)* a line that shows where a race finishes

challenge *(n)* something that needs a lot of effort to be done successfully

awesome *(adj)* fantastic, great, causing feelings of great admiration or fear

madness *(n)* a stupid or dangerous behaviour

Reading - Part 5

firework *(n)* a small container that produces bright coloured patterns and loud noises when it explodes

gunpowder *(n)* an explosive substance that is used for making explosions and fireworks

Vocabulary Development for Test 7 Reading

set sth off *(phr v)* to cause something to begin or happen

performance *(n)* the act of dancing, singing, acting or playing music in order to entertain people

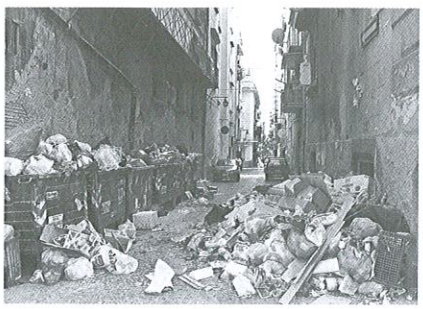
presentation *(n)* a talk that gives you information or facts about something

Reading - Part 6

delighted *(adj)* pleased, very happy

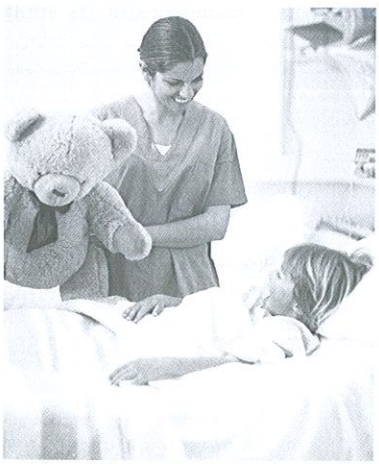
affect *(v)* to change or influence someone or something

rubbish *(n)* things that you throw away because they are no longer useful



argue *(v)* speak angrily to someone because you disagree

take care of sb/sth to provide the things that someone or something needs (in order to protect them)



Exercise A

Choose the correct answer (A, B or C) to complete the following sentences.

1. I think that the use of ..... will reduce air pollution in my town.
   A junk food **B** social services **C** public transport

2. Don't worry about me Dad; I can ..... myself while you are away.
   A take care of **B** get rid of **C** set off

3. There are fine beaches on the east ..... .
   A performance **B** coast **C** wave

Exercise B

Choose the correct word (A, B or C) to fill in the gaps.

4. Edward was ..... to see the presents that his friends gave him.

5. We enjoyed watching the ..... from our hotel balcony last night.

6. They always ..... about which film to go and see in the cinema.

4.	**A** wealthy	**B** delighted	**C** reasonable
5.	**A** savings	**B** fireworks	**C** presentations
6.	**A** argue	**B** compete	**C** promote

Exercise C

Complete the sentences using the correct form of three of the words in the box below.

fine	crash	sell-by date	
reduce	interrupt	finish line	provide

7. 15 runners ended the race and crossed the ..... .
8. I promise I will ..... the amount of junk food I eat.
9. I heard on the news that there was a plane ..... in Asia this morning.

Test 7

PART 1 Questions 1-5

For each question, choose the correct answer.

1

New message

To: Ned

From: Pete

Re: Football match

Hi Ned!

I'll meet you at the football match at 8.00. My mum needs to work late so she won't be able to give us a lift as we said. But I'll be there on time, don't worry. I'll take the bus.

Pete

Send

Why is Pete sending this email?

A. to let Ned know he's going to be late for tonight's match.
B. to inform Ned that Pete will get to the match alone.
C. to confirm that he will meet Ned before the match.

2

NOTICE TO PASSENGERS

We apologise for delays on afternoon trains going south between 3 pm and 5 pm. Urgent work being performed on the track, due to a crash.

Coaches will be provided for some destinations.

The notice informs passengers that

A. all trains are delayed because of an accident.
B. all passengers may travel by coach instead of train if they wish.
C. some trains are going to run late as repairs will be in progress.

3

NOTICE

Only dogs accompanied by owners are allowed in the green flag zone. Dog owners not following park rules will have to pay a fine.

A. Only dogs can enter the green flag zone.
B. Dogs must not be left alone in the green flag zone.
C. People are not permitted in the green flag zone.

4

This product has been prepared with nothing but the finest ingredients. Store in a cool, dry place. Once opened, enjoy within 7 days.

A. This product should be eaten a week after being bought at the latest.
B. Natural ingredients have been used in order to make this product.
C. This product should be stored in the freezer as soon as it is opened.

5

Hi Anne,

Can you pick up some apples on the way back as I didn't get enough when I did my weekly online supermarket order?

Don't forget.

Thanks,

Jess

A. Anne needs to buy some apples from the local market.
B. Anne has to do the weekly shopping at the supermarket.
C. Jess forgot to place an order at the online supermarket

PART 2 Questions 6-10

For each question, choose the correct answer.

The young people below all want to go on holiday. There are eight holiday reviews.
Decide which holiday would be the most suitable for the people below.

6. Pamela's family is quite wealthy and lives in the city centre. She misses the countryside and loves reading and long country walks. She hates hot weather and holidays by the sea. **6** ☐

7. Rob is interested in music. He loves places where there is a good art scene. He likes meeting people, being in a town or city and prefers walking or cycling to using public transport. **7** ☐

8. Sue's trying to get into art school. She wants a peaceful environment and maybe some company while she paints. She wants a chance to practise her French or Spanish. **8** ☐

9. Tim and Ben are really sporty so they are looking for an activity holiday doing water sports. They're not really interested in city life but want to be near enough to be able to go out in the evenings. **9** ☐

10. May enjoys going abroad for beaches, sunshine and a good place to eat as she loves foreign food. But May's family hasn't got a lot of money so travel and accommodation need to be cheap. **10** ☐

GREAT HOLIDAY CHOICES

A. The Mochito Surf Club
Situated five kilometres from a small holiday town, complete with cinemas and restaurants, the Mochito Surf Club offers great holidays for those who love to be on the waves all day. Accommodation is in shared tents with great bathroom and self-catering facilities. A mini bus runs to the town during the day and evening!

B. The Resort
The Resort is a great place for single young people to meet. It's not too expensive and has great facilities, such as tennis courts and two swimming pools. Good food is served in the restaurant and there is live music every night and dancing! Buses to the nearest town run every hour.

C. The Calypso Beach Hotel
The best beaches in this country are waiting for you at the Calypso Beach Hotel. The hotel is situated by the sea with wonderful views. Excellent rooms and the best Greek cooking you can imagine. Recommended if cost is not considered in your holiday plans, as luxury does not come cheap.

D. Le Casa
Le Casa is a bed and breakfast that feels like home. A family business, it's perfect for those who don't want to spend all their savings on accommodation. The town, which is full of beach restaurants serving delicious local dishes, is on the Spanish coast. There is easy access from the local airport by local buses.

E. The Lodge
The Lodge is the perfect get-away-from-it-all holiday; for those who want to escape the city. Situated by a lake, The Lodge offers luxury facilities with the peace and quiet of walking tracks through the forest, an indoor swimming pool and a library where you can relax with your favourite books. Not cheap but worth every penny!

F. The Meeting House
The Meeting House, in Barcelona, attracts mainly students and is perfect for those who want a cultural holiday; everything is within reach on foot. Centrally located in the fashionable cafe area, it is close to art galleries as well as cafe bars, offering live music to suit all tastes. Prices are reasonable for rooms with shared facilities.

G. The Retreat
The Retreat offers a quiet creative environment for artists and musicians. Join groups for all levels to learn techniques in sociable fun classes. Classes are in English but a working knowledge of Spanish is an advantage. So if you enjoy the countryside, far away from the stress of the city, this is for you.

H. The Sea House
The Sea House is ideal for those who love peace and quiet. Located in the English county of Cornwall, it has unforgettable views over the sea. It's a great place for artists who don't want their creativity interrupted by visitors. Available all seasons but summer is definitely the best! The earlier you book, the better the price!

PART 3 Questions 11-15

For each question, choose the correct answer.

The Real Junk Food Project

by Sandra Manville

As I was looking for environmentally-friendly projects for the school paper, I found out about The Real Junk Food Project whose aim is to reduce the UK's huge amount of food waste, which is the highest in Europe. The UK, despite not having the largest population of a European country, throws away almost two million tonnes worth of food every year, more than even Germany, which comes in second despite having a larger population. Every year, 1.3 billion tonnes of food are thrown away while some 800 million people across the planet are dying from lack of food. This is terrible.

The Real Junk Food Project is against the waste of food that has gone past its sell-by date. Just because food has reached the end of life on the supermarket shelf, it does not mean that it cannot be eaten, as supermarkets put dates that run out days before the food becomes dangerous to eat. But supermarkets are only interested in making money and keeping fresh food coming to their shelves, not unnecessary waste.

The organisation, which collects the food from supermarkets, serves it as tasty meals to people in their cafes. Customers, in return, can pay as much as they want for it, or even nothing at all. Diners can then even volunteer in return for a meal. In this way, the organisation can provide for those who are poor or live on the street; a great social service.

There are now many more cafes than the original one which started in Leeds: one hundred and twenty seven to be exact, and growing fast, in seven countries all over the world. The Leeds one alone, provides 35,000 people with meals every week. Along with the cafes, supermarket-style shops have opened, where you also pay or not, according to your ability.

For the main supermarkets this has nothing but advantages. They have to pay anyway to get rid of food waste, so the Junk Food Project is in fact doing them a favour, while at the same time, promoting them as more environmentally friendly by giving their waste food away.

11. What is The Real Junk Food hoping to achieve?

A. make the UK produce less pollution than Germany
B. make Europe produce less food than the UK
C. stop the UK from throwing away so much food
D. reduce the amount of food the UK produces

12. What does Sandra get most upset about?

A. the fact that The Real Junk Food Project is not well-known
B. the amount of waste in Germany
C. the amount of food wasted in Europe
D. the fact that some people don't have food

13. What does Sandra say about supermarkets?

A. They don't care about poor people.
B. They don't like wasting food.
C. They sometimes sell out-of-date food.
D. They do not avoid food waste.

14. What does Sandra say about the cafes?

A. They are run by volunteers wanting to help the poor.
B. They are doing something valuable.
C. They should only feed those who can't pay.
D. The food does not taste as good as fresh products.

15. What would Sandra text a friend about The Real Junk Food Project?

A. I found out about a really cool way to eat for free when we go out.

B. We could arrange to volunteer in a cafe whenever we have some free time to help.

C. I tried eating at one of the The Real Junk Food project's cafes but I wouldn't recommend it.

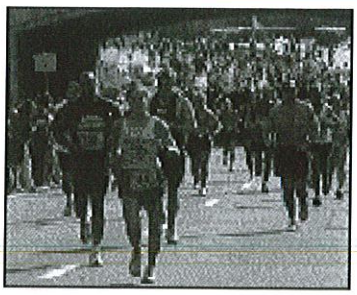
D. It's a great idea but, unfortunately, it is not supported by many people.

PART 4 Questions 16-20

Five sentences have been removed from the text below. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

Running a Marathon

by Sam Johnson



I have recently decided that I want to train in order to run a full marathon when I finish school. I think what made me want this so much is the fact that it is not just a test of the body but a test of the mind too. That's why, I think most people can get a lot out of running marathons, even if it's not the full 42.195 kilometres. I truly believe we are all natural athletes. **16** [ ] There are no more races and games to be won and no more prizes to feel that it is worth making the effort. So I guess that some people would lose their interest in competing, which is so sad, as they are missing out on a wonderful experience. Anyway, that won't be the case for me.

Actually, it has not always been my ambition to run, believe it or not. **17** [ ] It all started with wanting to run faster and longer than two fifty-year-old ladies. Last year, my mum called me on a Monday afternoon to tell me that she and her running friend were going to run a half-marathon. **18** [ ] Yes, you guessed it! I immediately volunteered myself for the run without even knowing what the length of a half-marathon was! But I thought that if my mum thought she could do it, then for me it would be easy! I was fourteen at the time, so how hard could it be? As you understand, I had no idea how much effort I would have to put into it.

19 [ ] However, it was not as I imagined. I was exhausted! By the time I got to the finish line, I promised myself that it was my first and last marathon. I hated every kilometre of it! **20** [ ] And now I don't think I could live without the focus, the challenge and that awesome feeling of finally crossing the finish line. What changed my mind? I still don't know but I am now more ambitious than ever.

A. How was I to know that it was the beginning of a way of life?

B. I didn't grow up dreaming of the challenge of long distance running.

C. A marathon is a race which started in Ancient Greece.

D. Luckily, I did manage it.

E. However, after school we are no longer made to do sport.

F. When I was a kid, I would run everywhere, at top speed!

G. I was too tired to finish, and my legs and feet hurt so much!

H. At that point, I must have had a moment of madness.

PART 5 Questions 21-26

For each question, choose the correct answer.

The History of Fireworks

Fireworks were discovered by chance around 2000 years ago, in China. They were made from three **(21)**..... kitchen ingredients, which were heated over a fire to make a black powder. When lit, the powder created a bright light and made a very loud noise. Today, we **(22)**..... this 'gunpowder'.

But it was many years later that the Italians **(23)**..... the first real fireworks. Made from the same ingredients as gunpowder, these fireworks were **(24)**..... for public displays. However, they were very basic, as the only colours available to make fireworks were yellow and orange.

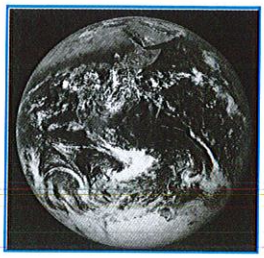
Nowadays, firework displays are really spectacular. The UK is especially famous for its firework displays held all over the **(25)**..... on November 5th. This day celebrates an important historical **(26)**..... in the English calendar. It is known as Bonfire Night, or, Guy Fawkes Night. Other than setting off fireworks, the English light bonfires, and sometimes burn a doll that looks like a man who once wanted to kill their king but failed.

21.	**A.** unique	**B.** common	**C.** unnecessary	**D.** original
22.	**A.** name	**B.** call	**C.** say	**D.** tell
23.	**A.** cooked	**B.** improved	**C.** created	**D.** found
24.	**A.** attempted	**B.** installed	**C.** hidden	**D.** used
25.	**A.** location	**B.** country	**C.** month	**D.** time
26.	**A.** event	**B.** performance	**C.** presentation	**D.** show

PART 6 Questions 27-32

For each question, write the correct answer. Write ONE word for each gap.

Sir David Attenborough - Blue Planet



Probably most famous nowadays **(27)**..... the series Blue Planet, Attenborough has made viewers wake up not only to the beauty of our planet, but to the danger we have put it in. After being delighted **(28)**..... the wonderful photography and Attenborough's well-known way of keeping us fixed to our TV screens, the final episode showed us the reality. We saw the pollution of our seas and the damage that **(29)**..... is doing to the sea creatures affected by the rubbish, which is now everywhere. It caused **(30)**..... a shock that promises of change were quickly made by the government.

Attenborough has an amazing ability to influence public opinion. He argues that with fifty percent of the total population living in cities, people **(31)**..... to be shown nature, even on TV, as they are not connected to it anymore. Only **(32)**....., in his opinion, can we persuade people to take care of it.

WRITING

PART 1

*You **must** answer this question.*
*Write your answer in about **100 words**.*

Question 1

Read this e-mail from your English-speaking friend Hugo and the notes you have made.

EMAIL

From: Hugo

Subject: Your birthday

Hi Sally!

I hope you're great! I know it's your birthday soon and I'd like to get you a special present. It's on the 15th of June, isn't it?

No

Anyway, I have thought of two ideas. The first is to give you a surfing lesson at the new surf club. What do you think?

No, because...

The other idea is dinner at the Italian restaurant you like in town. Then, we could go to the cinema. Do you think that's a better idea?

Yes

What day would you like to do this? I'm really looking forward to this! We're going to have a great time.

Suggest...

Write soon.
Hugo

Write your **email** to Hugo using **all the notes**.

Question 1 WRITING TUTOR

Writing Ideas

- Make a note of any questions asked in the email.
- Create an answer for each question.
- Use vocabulary and phrases like: *I would like that, You are very kind, What a wonderful idea, I think it would be nice.*
- Maybe add some extra relevant information.

Suggested Structure

- **Paragraph 1** - Say when your birthday is.
- **Paragraph 2** - Say why you don't want to have a surfing lesson.
- **Paragraph 3** - Say why you would enjoy a meal and a film.
- **Paragraph 4** - Say which day is best for you.

TEST 7

PART 2

*Choose **one** of these questions.*
*Write your answer in about **100 words**.*

Question 2

You see this notice on an English-language website for teenagers.

Articles wanted!

My best friend

Write an article describing your best friend.
What do you like best about him/her?
How do you see the future of your friendship?
The best articles answering these questions will be published on our website!

Write your **article**.

Question 2 WRITING TUTOR

Writing Ideas

- Read the questions properly and make a note of what is required.
- Think what your best friend is like. (Their character and what they look like).
- Think of what you like doing together.
- You can use words and phrases like: *friendly, lots of fun, the same interests, trust them, always there for you, clever, sporty, good looking, nice family.*

Suggested Structure

- **Paragraph 1** - Start the article saying who your best friend is and what they are like.
- **Paragraph 2** - Write why you are such good friends.
- **Paragraph 3** - Say how likely it is that you will be friends forever.
- **Paragraph 4** - Finish the article with a closing sentence.

Question 3

Your English teacher has asked you to write a story.
Your story must begin with this sentence:

The puppy looked at me and I knew I had to help.

Write your **story**.

Question 3 WRITING TUTOR

Writing Ideas

- You need to use your imagination.
- Ask yourself how you feel about animals.
- Think of what you would do if you saw an animal that needed your help.
- Use phrases like: *I couldn't leave it there, I love all animals, it was in danger/hungry/lonely, I felt very sad.*

Suggested Structure

- **Paragraph 1** - Use the sentence given and describe where you were and where the puppy was.
- **Paragraph 2** - Write what the puppy looked like. Was it sick / dirty / hurt?
- **Paragraph 3** - Write what happened and how it affected you: I was sad, upset, worried, wanting to help, trying to decide what to do.
- **Paragraph 4** - Say what happened at the end of the situation and how you felt.

PAPER 3 LISTENING

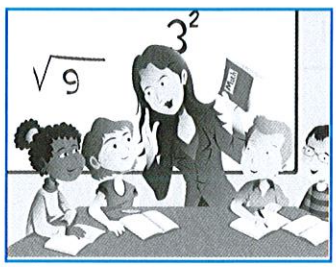
PART 1 Questions 1-7

For each question, choose the correct answer.

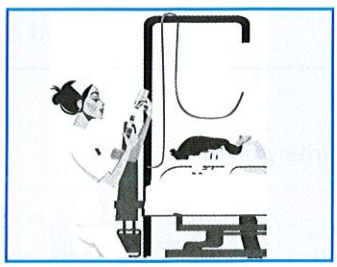
Play audio

1. Which job has the girl decided to do?

A

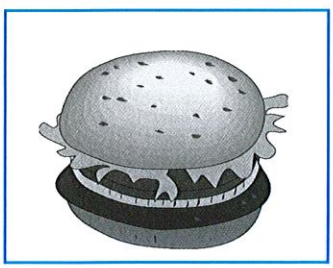


B



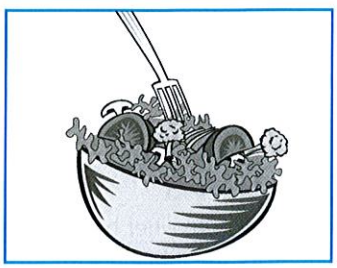
C

2. What will the boy order?



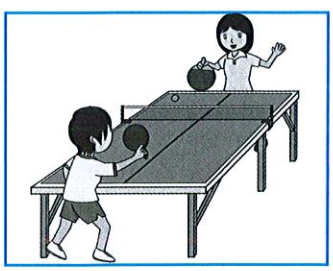
A

B



C

3. Which activity does the girl not do anymore?

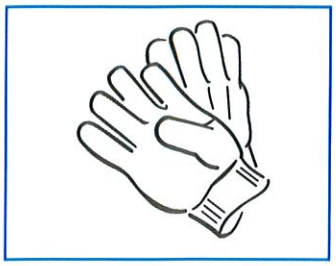


A

B

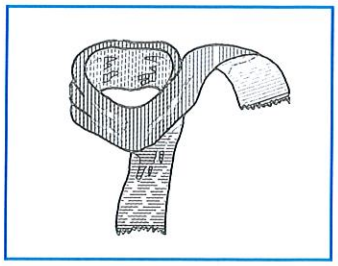
C

4. What does the boy want to buy tomorrow?



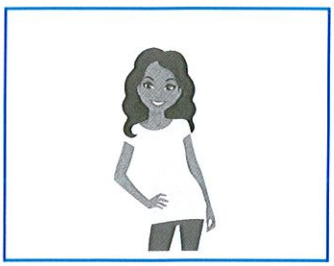
A ☐

B ☐

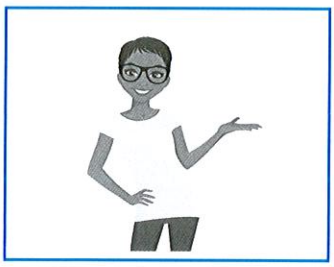


C ☐

5. Which is the boy's sister?



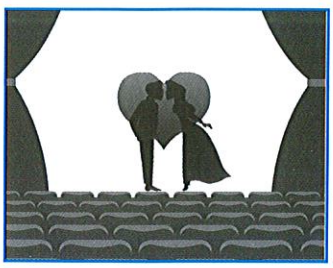
A ☐



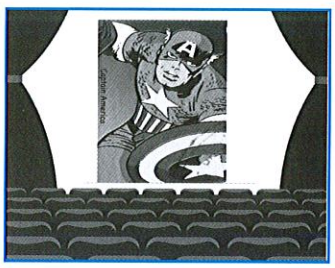
B ☐

C ☐

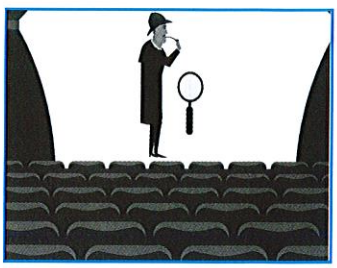
6. What sort of film will they see?



A ☐



B ☐

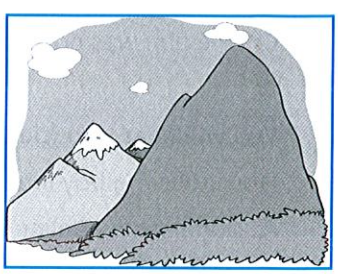


C ☐

7. Where does the girl want to go on holiday?

A ☐

B ☐



C ☐

PART 2 Questions 8-13

For each question, choose the correct answer.

8. **You will hear two friends talking about a new girl in their class.**
What is the boy's opinion of her?

A. She's the best student in the maths class.

B. She's not polite with other children.

C. She's pleasant to hang out with.

9. **You will hear two friends talking about a group's new song.**
They agree that

A. their new song is as good as their old ones.

B. they aren't as creative anymore.

C. they have copied another band's song.

10. **You will hear a girl telling a friend about something she bought online.**
What does the boy say about his experience?

A. He didn't get his money back immediately.

B. He kept being sent the wrong size.

C. He was not able to return the item.

11. **You will hear two friends talking about their teacher.**
What do they disagree about?

A. whether their teacher is being reasonable or not

B. which student got the highest mark

C. whether the boy's exam marks were good

12. **You will hear two friends talking about a new film.**
What does the boy think?

A. The film was better than the book.

B. The book was more detailed than the film.

C. The film was not worth watching just for the scenery.

13. **You will hear two friends talking about blogs.**
How does the boy feel about his blog now?

A. confused by online information about blogs

B. confident that he has a nice blog

C. disappointed by the comments he has received

PART 3 Questions 14-19

*For each question, write the correct answer in the gap. Write **one** or **two words** or a **number** or a **date** or a **time**.*

You will hear a student giving a review of his visit to Chiswick House and Gardens to his class.

Chiswick House and Gardens Review

Chiswick Park is in:	**(14)** _____
Chiswick House contains:	paintings and **(15)** _____
Individual ticket for House tour costs:	**(16)** £ _____
Things to buy in flower shop:	**(17)** _____ and souvenirs
Group ticket cost for garden tour:	**(18)** £ _____
Starting date of Music Week:	**(19)** _____

PART 4 Questions 20-25

For each question, choose the correct answer.

You will hear an interview with a young athlete called Miguel.

20. What are Parkour athletes expected to do?

A. use their body as well as equipment to move across an area.

B. use equipment efficiently to get from one point to another.

C. use only their body to move across a challenging area.

21. What do most athletes find hard to do, according to Miguel?

A. use every part of their body

B. control their fear

C. use equipment to jump from great heights

22. Miguel says that, in the UK, Parkour

A. has already been recognised as a sport.

B. has already been part of school sports.

C. is a well-paid sport to be involved in.

23. What does Miguel say about the video?

A. It was positive for the sport.

B. It had a negative effect.

C. It was prohibited.

24. What does Miguel say about the competition in Santorini?

A. People can only watch it online.

B. It will be quite easy for him to do well in it.

C. He could be offered a job because of it.

25. In the future Miguel wants to

A. study sports at university.

B. deal with Parkour as a job.

C. stop school to practise Parkour.

Useful Vocabulary

for Practice Test 8 Reading

Reading - Part 1

arrange *(v)* make plans or organise something to happen

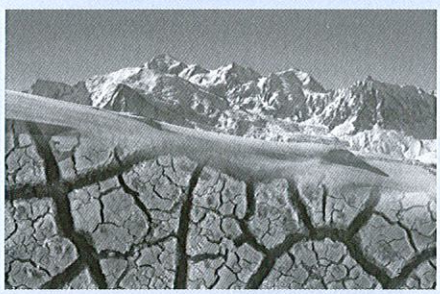
payment *(n)* an amount of money that you (got) paid

membership *(n)* being a member or belonging to a group or organisation

Reading - Part 2

recover *(v)* become healthy again (after an illness or injury)

climate change *(n)* the changes that are affecting the world's weather, especially the fact that earth is getting warmer as a result of human activity



cure *(v)* to make someone (who was ill) healthy again

session *(n)* a period of time for a particular activity

Reading - Part 3

warn *(v)* try to make someone realise a possible problem or danger

global warming *(n)* the gradual increase in Earth's temperature caused by the increasing amount of carbon dioxide in the atmosphere

leader *(n)* a person who is responsible for, or in control of, a group, a company, a country or a situation

responsibility *(n)* someone or something that you are in charge of, or responsible for, and you have to deal with

failure *(n)* a situation in which someone has not succeeded, or something is nit working

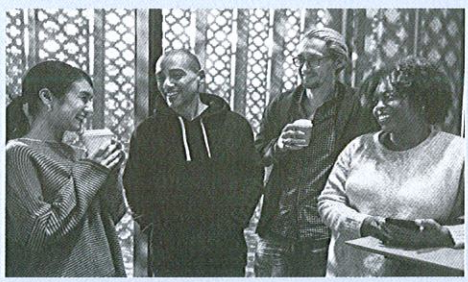
reaction *(n)* the way that you behave, feel or act, as a result of something else

accept *(v)* to agree to take/receive something

Reading - Part 4

communicate *(v)* to speak, write or use other signals in order to share information with others

socialise *(v)* to spend time with other people in order to enjoy yourself, for example at a party



regret *(n)* to feel sorry about something that has happened and to wish that it could have been different/better

Reading - Part 5

smelly *(adj)* with an unpleasant smell

main *(adj)* being larger, most important or having more influence than others

sight (n) interesting (and often famous) place that visitors go to see

attraction *(n)* something that makes people want to visit a place because it is interesting or enjoyable

sum *(n)* the whole number or amount when two or more numbers or amounts have been added together

Reading - Part 6

foreigner *(n)* someone who comes from another country

arrest *(v)* (for the police) to take someone to a police station in order to ask them about a crime that they believe they might have committed

unbelievable *(adj)* something that is extremely surprising to someone

Vocabulary Development for Test 8 Reading

Exercise A

Choose the correct answer (A, B or C) to complete the following sentences.

1. I have a(n) ..... with the doctor at six.
   A appointment **B** attention **C** regret

2. The ..... reason we are here today is to celebrate the finish of the school year.
   A smelly **B** ill **C** main

3. Tyler is the ..... of our team and we usually do what he suggests.
   A failure **B** reaction **C** leader

Exercise B

Choose the correct word (A, B or C) to fill in the gaps.

4. The police officer ..... the man while he was trying to steal a bag.
5. Maria and Aria had a(n) ..... about what they were going to eat for dinner.
6. Will you ..... Toms' invitation for the pool party?

4.	**A** socialise	**B** arrest	**C** communicate
5.	**A** attraction	**B** argument	**C** session
6.	**A** accept	**B** ignore	**C** warn

Exercise C

Complete the sentences using the correct form of three of the words in the box below.

payment	unbelievable	climate change	
global warming	classical	responsibility	unwell

7. Your ..... can be made either by cash or credit card.
8. Nancy only listens to ..... music.
9. It is your ..... to clean your room every day.

Test 8

PART 1 Questions 1-5

For each question, choose the correct answer.

1

- ☐ **A.** Don's mum wants Don to contact his father and let him know about her car trouble.
- ☐ **B.** Don is expected to call the garage in order to arrange an appointment.
- ☐ **C.** Don's mum is checking whether Don has remembered to contact the garage.

2

ATTENTION

All student accommodation must be paid by the last day of the month.

If paid by the 25th of each month, students get a discount of 5%.

Office hours: 9-5 Monday to Friday.

- ☐ **A.** Students should pay for their accommodation by the 25th.
- ☐ **B.** Students have the chance to get 5% off their accommodation if they pay for the year.
- ☐ **C.** It is necessary to make all accommodation payments by the end of the month.

3

COFFEE SHOP OPENING HOURS

Monday to Friday 9.30-6.00pm.
Wednesday half day until 1.00pm.
Weekends open until 5.00pm
(every third Saturday until 10.00pm).

- ☐ **A.** You can buy coffee until 10pm most Saturdays.
- ☐ **B.** On Wednesdays coffee is not served late in the afternoon.
- ☐ **C.** Coffee is not served after 5pm on any weekends.

4

New message

To: Hazel
From: Tim
Re: Dinner

Hi Hazel!

I can't make it for dinner on Friday, so, can we arrange Saturday? If you are free, call me, or we can go next weekend.

Love
Tim

Send

Why is Tim contacting Hazel?

- ☐ **A.** to let her know there's been a change of plan
- ☐ **B.** to suggest another activity rather than going out to eat
- ☐ **C.** to remind her she should call him on Friday

5

JOIN US AT THE GYM

- *Great discounts on membership this week*
- *Open 24 hours*
- *Classes from 8am to 8pm (Saturday morning: only for kids)*

- ☐ **A.** Classes are offered 24 hours daily.
- ☐ **B.** It is cheaper to join the gym if you do so this week.
- ☐ **C.** Weekend classes at the gym are offered for everyone.

PART 2 Questions 6-10

For each question, choose the correct answer.

The young people below want to attend one of a series of talks during Science Week. There are descriptions of eight different talks. Decide which talk would be the most suitable for the people below.

6. Harry loves spending time on his computer. He likes learning about technologies that are both useful and interesting and which will also help people in the future to live healthier lives. **6** ☐

7. Tanya likes to take part in activities and gets bored when she is just listening to someone talk. She likes anything that is different and loves to learn about new ideas. The stranger, the better. **7** ☐

8. Sally would like to take her 8-year-old sister with her and do something creative. She thinks that they are too young to attend an adult talk, but would like to attend an event during Science Week. **8** ☐

9. Jill and Charita like being outdoors a lot and are interested in the environment. They also love learning about new technologies and seeing how they compare to technologies of the past. **9** ☐

10. Neil is interested in science and history. But he would like to attend a talk that isn't about a complicated subject and that is fun, too. **10** ☐

TALKS

A. Food that is out of this world
Have you ever wondered how you cook food in outer space? Learn the secrets of cooking in space using only basic equipment and find out how a limited diet can be made more interesting. You can also try out recipes cooked for you live by our science experts on stage. You can even try making space food, yourself!

B. Medicine and the modern world
We think that printers are just for printing out information. But they are already used to print body parts and may one day print human hearts! In addition, pills will become a thing of the past soon, as we become better at finding ways to help the body recover from illness by itself. Find out how modern medicine is changing.

C. The natural environment and us
Rainforests are fast disappearing but do we ever think about what this means to us? When we destroy plants and trees, it causes climate change. In addition, we lose plants that could be used for medicine and to cure illnesses. In this talk today, you will learn how you can help before it is too late for future generations!

D. Science in our world
In this family-friendly talk for all ages, learn how we use science and technology in our everyday lives. The talk will be followed by a 'make and take' session, where children will learn the science of flight, then make kites to take home with them. Booking in advance is essential for this very popular, free event.

E. Fashion in the future
Fashion is always changing and so are the materials used to create it. In the future, we will use technology to copy animals and plants to make materials that last longer and which can keep in the warm, or keep out the cold! After the talk, you can speak to the experts and have a free drink!

F. Understanding the weather
Developments in computer programmes have made weather forecasts more accurate, but there is still a lot of work to be done. We will bring you the latest in technologies for creating weather forecasts and also describe how these have developed from past technologies. After the talk, historical weather equipment will be on display. You will also be able to watch old recordings from TV and news programmes.

G. Technology and toys
You can never start too young, learning about science. Young minds need to explore new ideas and become creative in finding solutions if we are to produce great scientists. Come and find out about creative play and technology and learn how you can encourage your children to become the scientists of the future. Who knows... your child may be the next Einstein!

H. Comedy and Science
Come along and enjoy a laughter-filled talk on scientific topics. Learn how scientists first discovered medicines and technologies in very unusual ways. You can then enter a fun quiz at the end of the talk to win a chemistry set or a family day out at the Science Museum, with free entry to all displays and talks!

PART 3 Questions 11-15

For each question, choose the correct answer.

Kids for Climate

by Liz Meyers

I read at school that scientists studying the effects of climate change have warned that we need to make huge changes to the way that we live our lives in order to deal with global warming. The goal was to stop the world's temperature from rising more than 1.5 degrees Celsius. However, we are nowhere near to doing this, and on top of that, scientists suggest that we are moving towards a 3-degree increase.

Since governments have done very little to deal with the problem, the younger generation, who are the ones who will have to deal with the results in the future, have decided to take the lead. Inspired by a 16-year-old Swedish girl, Greta Thunberg, who refused to go to school to draw attention to climate change, students from all around the world walk out of school to make world leaders pay attention and get public support. Now school walkouts for the climate are happening everywhere.

It had to happen. Extreme weather is increasing. Floods and forest fires are normal headline news nowadays. Extreme heat is becoming more common in countries that once had completely different climates. The argument of these young people missing their lessons is that global warming cannot be ignored any longer. This is the biggest crisis we have ever faced. It is time to take responsibility. Scientists have given the figures, now the young generation are taking those figures and telling their governments to take action. They argue that there is no point in going to school because there is no future.

If the world continues as if nothing is happening and governments do not set targets that will make the difference, it will be the young generation who will live through their failure. Those who are under 20 now could be around to see 2080, and be living in a world that has warmed by up to 4 degrees Celsius. Rivers would flood, storms would destroy towns and cities by the sea, melting ice would cause sea levels to rise. Thousands of scientists from around the world support the children saying that if we take action now, and that means all of us, we might be able to stop the rise in temperature.

11. What are scientists saying about climate change?

A. It's not really happening as fast as we feared.
B. Temperatures will only rise by 1.5 degrees.
C. Original predictions were wrong.
D. We have reached a rise of 3 degrees already.

12. The first thing Greta Thunberg did was to

A. miss lessons to get a reaction.
B. become the leader of the young generation.
C. ask other children to help her.
D. ask the local government for support.

13. What does Liz think about the reaction to climate change?

A. There is no longer any other solution.
B. Everybody is finally taking responsibility.
C. The children should not be missing school.
D. The younger generation cannot achieve much.

14. What will happen in the future if we continue to ignore the problem?

A. The planet will have become 4°C warmer in less than 20 years.
B. The effects of global warming will be even worse.
C. All cities will be destroyed by bad weather.
D. Governments will lose interest in global warming.

15. How would Liz describe the movement started by Greta Thunberg?

A. Everybody is stopping work to discuss climate change.

B. Everyone is accepting that temperatures will reach no more than 3°C higher.

C. Younger people are no longer waiting for governments to act on climate change.

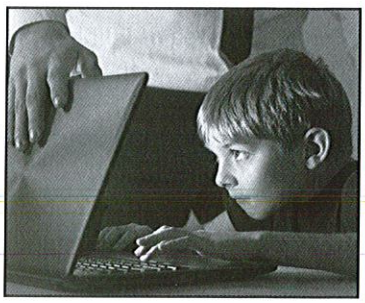
D. Young people are not attending school anymore because there is no reason to.

PART 4 Questions 16-20

Five sentences have been removed from the text below. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

A change in attitude

by Scott Peterson



It's difficult to remember exactly when I started playing computer games. Even from an early age, I was always looking at a computer screen. Sometimes I was playing games, and other times I was spending time on the internet. My mum used to joke that I spent more time on the computer than speaking to her! **16** ☐

At first, my parents were keen for me to develop my computer skills. **17** ☐ You use them at school for projects and at work when you're an adult. So my parents thought the earlier I started using them, the better.

Soon they began to think differently, however. What first started as a hobby or interest soon began to become much more than that. I started to spend more and more time playing games and less time communicating with my parents and friends. And if that wasn't bad enough, it wasn't long before I began to miss lessons just to play on my computer.

18 ☐ My health began to suffer. Because I was indoors all day, I wasn't exercising. **19** ☐ Quite often I would get colds and feel unwell most of the time. My parents noticed this and decided to do something about it. They told me that if I didn't stop spending so much time on my computer, they would take it away from me!

I was really upset at first. **20** ☐ I listened to them and slowly began to spend less time on my computer and more time socialising with friends. As a result, I became much happier and now regret spending so much time in the past playing on my computer! I hope that more teenagers will be able to understand how bad this is for them and decide to take up a sport or go out with friends instead.

A. Then, things got much worse.

B. I'm really pleased that he bought me a new computer.

C. They did their best to try and persuade me.

D. Then, I began to realise my parents were right.

E. I joined a gym immediately.

F. After all, computers are essential for everyday life.

G. And I suppose that was true at the time.

H. This lack of exercise meant that I began to get ill.

PART 5 Questions 21-26

For each question, choose the correct answer.

Edinburgh

Edinburgh, the capital of Scotland, is known as The Athens of the North. It may not have the great climate of Greece, but it has its (21)..... in its architecture. The New Town, which started to be built in the 1760s, has many important buildings, (22)..... by classical architecture. Today, this area of Edinburgh is full of galleries, cafes, restaurants and shops and is very (23)..... with the hundreds of thousands of tourists that visit the city all year round.

Probably the most famous building is Edinburgh Castle. Parts of the castle date back as far as the 11th century. Back then, the city was completely different to the busy tourist (24)..... of today. It was a dark foggy city because of all the fires which were burning. Add to that the (25)..... of waste from the human population, and it's not surprising that it was extremely smelly.

Luckily, today Edinburgh is known for better things. Probably one of the most important (26)..... is the Fringe Festival which takes place every summer and fills the city with performers and tourists from all over the world.

21.	**A.** effect	**B.** image	**C.** influence	**D.** result
22.	**A.** inspired	**B.** educated	**C.** built	**D.** destroyed
23.	**A.** positive	**B.** popular	**C.** famous	**D.** accepted
24.	**A.** site	**B.** sight	**C.** building	**D.** attraction
25.	**A.** total	**B.** amount	**C.** sum	**D.** number
26.	**A.** events	**B.** facts	**C.** activities	**D.** actions

PART 6 Questions 27-32

For each question, write the correct answer. Write ONE word for each gap.

Speakers' Corner

That Speakers' Corner exists at all (27)..... a puzzle to foreigners. Speakers' Corner is a place in Hyde Park, London, (28)..... anyone can say anything about anybody without getting arrested for it! Sounds unbelievable, doesn't it?

This strange tradition started in the UK in the middle of the 19th century. Many famous people have spoken at Speakers' Corner (29)..... then, including Karl Marx, Vladimir Lenin and the writer, George Orwell.

Often, Speakers' Corner attracts rather unusual people. Anyone can turn up and talk on any subject. Their audiences go to watch them more for entertainment (30)..... because they are interested in (31)..... they have to say.

Nowadays there are other Speakers' Corners over the UK and even in (32)..... countries. They seem to be as popular as ever!

WRITING

PART 1

*You **must** answer this question.*
*Write your answer in about **100 words**.*

Question 1

Read this email from your English-speaking friend Lucille and the notes you have made.

EMAIL

From: Lucille

Subject: My visit

Hi Sam!

At last I've got the dates for my visit! I can come on the 5th June for ten days or on the 15th for two weeks. Which is best for you?

Tell Lucille → I want to know what to bring. I hear it rains a lot in England. Do I need to bring anything special? ← *Yes...*

Also, in your email you mention that we'll go camping. Do I need to bring some extra money with me? ← *Yes...*

I'd like to bring your mum a present for letting me stay with you. Any ideas? Does she like chocolate? We have great chocolates here in Belgium.

Of course → Write soon.

Love Lucille

Write your **email** to Lucille using **all the notes**.

Question 1 WRITING TUTOR

Writing Ideas

- Make a note of any questions asked in the email.
- Create an answer for each question.
- Use vocabulary relating to visiting friends and going camping such as *tent, campsite, the weather, equipment, clothes.*
- You can use phrases like: *You might need, you should/ought to bring ... with you, It's a good idea to..., If I were you...*

Suggested Structure

- **Paragraph 1** - Thank Lucille for the email and say when is best for her to come.
- **Paragraph 2** - Answer her first question.
- **Paragraph 3** - Tell Lucille about the camping trip.
- **Paragraph 4** - Say that your mum likes chocolate and end your email with a comment.

PART 2

*Choose **one** of these questions.*
*Write your answer in about **100 words**.*

Question 2

You see this notice on an English-language website for students.

Articles wanted!

My worst holiday ever!

Write an article telling us about a time you went on holiday and you had a bad time. Where did you go? Why was it so terrible? Would you go there again? Why or why not?
The best articles answering these questions will be published next month.

Write your **article**.

Question 2 WRITING TUTOR

Writing Ideas

- Read the questions properly and make a note of what is required.
- Think of what can go wrong on a holiday.
- Think of a holiday you have had that you didn't enjoy.
- You can use phrases like: *The worst holiday ever, terrible weather/food/accommodation/people/journey, ever go back there, felt disappointed/upset/angry.*

Suggested Structure

- **Paragraph 1** - Say where and when you went on holiday.
- **Paragraph 2** - Say why it was terrible.
- **Paragraph 3** - Say if you would go there again and why/why not.
- **Paragraph 4** - Finish off with a closing comment.

Question 3

Your English teacher has asked you to write a story.
Your story must begin with this sentence:

I knew as soon as I saw her that something was wrong.

Write your **story**.

Question 3 WRITING TUTOR

Writing Ideas

- You need to use your imagination.
- Ask yourself how you know that someone has a problem. What are they doing? What does their face look like?
- Think about what you can do to make someone feel better.
- Use phrases like: *She looked upset/tired/scared/worried/shocked/in pain, I knew I had to/I decided to help her, I had an idea ... cheer someone up, make someone smile.*

Suggested Structure

- **Paragraph 1** - Use the sentence given and say where you were.
- **Paragraph 2** - Write about who you met and why.
- **Paragraph 3** - Say what her problem was and what you decided to do.
- **Paragraph 4** - Say what happened in the end.

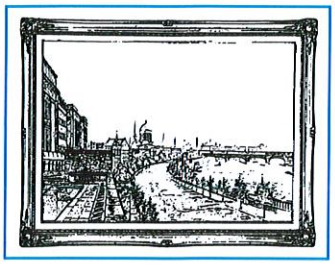
PAPER 3 LISTENING

Play audio

PART 1 Questions 1-7

For each question, choose the correct answer.

1. What will the children see last?

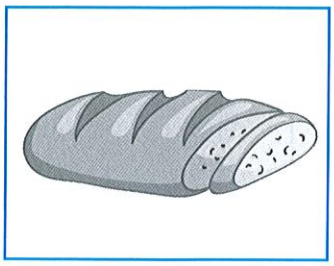


A

B

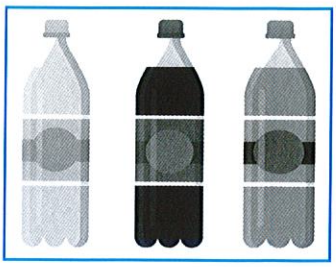
C

2. What is the boy's mum going to order?



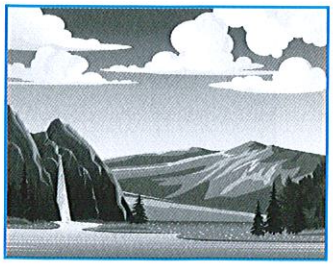
A

B

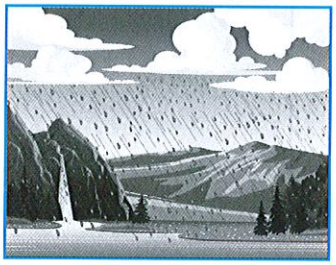


C

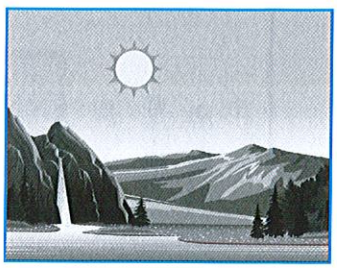
3. What is the weather forecast for tomorrow?



A



B



C

4. What did the boy do on Sunday?

A ☐

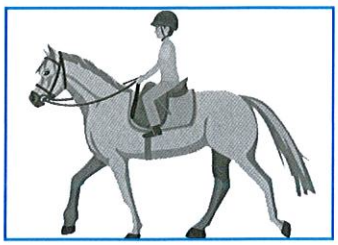
B ☐

C ☐

5. Which activity hasn't the boy done while on holiday?

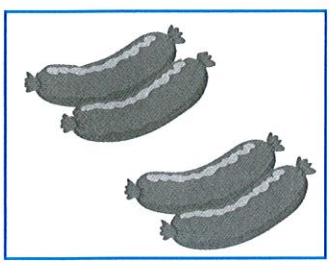
A ☐

B ☐

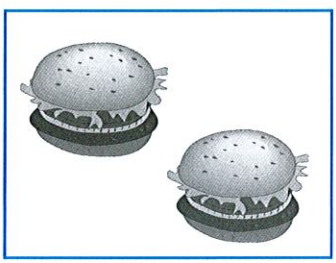


C ☐

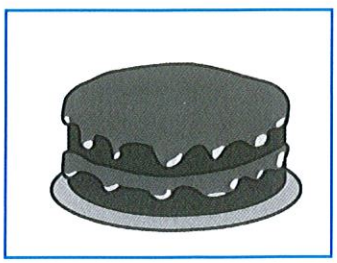
6. What will the girl bring for the picnic?



A ☐



B ☐

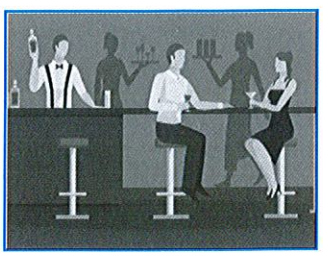


C ☐

7. Where can you buy ice cream?

A ☐

B ☐



C ☐

PART 2 Questions 8-13

For each question, choose the correct answer.

Play audio

8. **You will hear two friends talking about a new TV show.**

Why does the girl say that she wouldn't take part in it?

A. She doesn't like failing.

B. She feels shy when other people watch her.

C. She doesn't have enough talent as a singer.

9. **You will hear a girl telling her friend about a new jumper she has bought.**

What's the problem about her jumper?

A. She didn't like it when she took it home.

B. She can't return it until next week.

C. She found two holes in it when she got home.

10. **You will hear a girl telling a friend about a camping trip.**

What did she dislike most?

A. There were a lot of insects in the tent.

B. The weather was bad.

C. She couldn't get enough sleep.

11. **You will hear two friends talking about a lesson.**

What do they agree about?

A. Maths is difficult to understand.

B. The other teacher is better.

C. Using a calculator is helpful.

12. **You will hear two friends talking about a film.**

What was the boy's complaint about it?

A. There was not enough action.

B. The subject upsets him.

C. He's tired of history movies.

13. **You will hear two friends talking about TV programmes.**

What is the boy watching at the moment?

A. a romantic comedy

B. adverts

C. an action film

PART 3 Questions 14-19

*For each question, write the correct answer in the gap. Write **one** or **two words** or a **number** or a **date** or a **time**.*

You will hear a teacher giving some information to students about a special destination for their school trip.

Play audio

Amazing Holidays

Benefits of The Great Wall of China tour:
- not overcrowded
- excellent **(14)** _____

Mount Everest:
- last trip is on **(15)** _____

Cookery holidays:
- China or Vietnam tour: go to **(16)** _____ for shopping
- Panda Rescue Centre: class on making panda **(17)** _____
- Mexico Food Adventure: visit the **(18)** _____ museum

For more information:
- **(19)** www. _____ .holiday.com

PART 4 Questions 20-25

For each question, choose the correct answer.

Play audio

You will hear an interview with a 16-year-old girl called Sarah, who writes a blog for and about teenagers.

20. How did Sarah learn how to start a blog?
- **A.** She learned from the internet.
- **B.** She did a course at college.
- **C.** She asked someone she knew.

21. Why did Sarah choose to focus on teenagers?
- **A.** They are more interesting than older people.
- **B.** She doesn't like older people.
- **C.** She understands how they feel better.

22. How did Sarah feel when she first started to write her blog?
- **A.** worried that she wouldn't have time to do it
- **B.** anxious that no one would read it
- **C.** confident that it would be a big success

23. How much time does Sarah spend writing her blog?
- **A.** about four hours every weekend
- **B.** four to five hours every evening
- **C.** four to five hours a day

24. What does Sarah say teenagers are most interested in now?
- **A.** the environment
- **B.** sport
- **C.** education

25. What effect has Sarah's blog had on her life?
- **A.** She's made lots of new friends.
- **B.** She's gained useful knowledge in various subjects.
- **C.** She's become an expert at using a computer.

SiMPLY
Cambridge B1 Preliminary
for Schools
Speaking Section

Practice Tests 1-8

For Practice Tests 1 to 4, you can also use the Speaking Tutor, which you can find on the following light blue pages, BEFORE the Practice Tests.

For Practice Tests 5 to 8, you should try to answer the questions, on your own, without the help of the Speaking Tutor.

However, in case you feel that you still need the guidance of the Speaking Tutor for Tests 5-8, you can download it for free from the website: **www.globalelt.co.uk**

TEST 1

Part 1 - Phase 1

1a About you (personal information)

Put the words below in the correct order.

1. is - my - George - name .....
2. old - years - eleven - I - am .....

Now write sentences about yourself.

My ..... *(name).*

I ..... *(age).*

1b Where you live / Who you live with

A. Where you live

Circle the words which describe where you live.

house type: apartment block / apartment or flat / cottage / house
place: a town / city / village
more information: outside / near / in the centre, in the countryside, in the mountains, by the sea/seaside

Now write sentences about yourself.

I live in a(n) ..... *(house type).*

It is ..... *(place)*
outside/near/in/by ..... *(where exactly).*

B. Who you live with

Circle the name of the relative(s) you live with.

grandparent(s), parent(s), aunt, uncle, brother(s), sister(s)

Age of relatives
General: elderly, middle-aged, young
You and your relatives: older/younger than (talking about two people), the oldest/youngest (talking about more than two people)

Now write sentences about who you live with.

I live with my ..... (and my .....).

My ..... is/are ..... *(age).*

My ..... is ..... than me and ..... am/is the ..... in the family.

Phase 2 General questions

A. Things you do

When you talk about ***how often*** you do something, you can use the adverbs 'always', 'usually', 'normally', 'generally', 'sometimes', 'often' and 'never'.

Look at the sentences below. Rewrite them, using the example to help you, with a suitable adverb.

e.g. ***I play basketball twice a week.***
I sometimes go swimming in the local pool.

1. I take the bus to school every day.
   I ..... take the bus to school.
2. Every day, except Mondays and Thursdays, I do sport.
   I ..... do sport.
3. Once a month I go to the cinema.
   I ..... go to the cinema.
4. I eat apples for breakfast almost every day.
   I ..... eat apples for breakfast.

Now complete the sentences below so they are true about YOU, using a suitable adverb. Use the example to help you.

e.g. ***I usually go to school by bus.***

I ..... walk to school.
I ..... do sport.
I ..... travel to school by car.
I ..... use my smart phone.

NOTE: Adverbs that tell someone **how often** you do something usually go **before** the main verb, except when it is the verb 'be' e.g. ***I am always*** *late for lessons.* ***I always go*** *home on foot.*

B. Talking about someone you like

When you are asked who your favourite teacher, friend, family member is, you need to think why you like them. The first thing you can do is think of words that describe their character. Secondly, you might want to say what you do together, or how they help or influence you in a positive way.

Useful Vocabulary
friendly, helpful, amusing, pleasant, brave, confident, generous, gentle, intelligent, reliable, kind, honest

Now complete the sentences using a suitable word from the adjectives above. Sometimes it is possible to use more than one of the words.

1. My history teacher is very ..... and makes us laugh a lot in class.
2. My grandfather is always ..... on my birthday and he buys me expensive presents.
3. My best friend is very ..... and always tells me the truth.
4. The boy showed how ..... he was when he stopped the bullies hurting the girl.
5. My friend Jake is ..... so I know he will always do what he says he is going to do.
6. Gemma was ..... when she held the tiny puppy, because she didn't want to hurt or frighten it.

Part 2

Describing a photo: playing sport / practising a skill

1 Talking about a person / what someone looks like

Photo 1A

When you are not sure about something, you can use words like 'maybe' 'possibly' 'could/might be' to describe someone or something. You can then say **why** you guessed some information about the person.

eg. I can see people playing a ball game. Maybe they are a family. It might possibly be the first time that the young boy has played this game. The parents might be teaching the young boy how to play with the ball.

Note: Use '*maybe*', '*possibly*' at the beginning of a sentence and '*could*', '*might*', and '*may*' after a pronoun/noun.
e.g. The man might be the child's father. / Possibly the man is the child's father.

Complete the sentences below, using words like 'maybe', 'possibly', 'could/might be' to show you are not sure.

I can see a man and a woman and two children. ..... the man is quite young but not middle-aged; he also looks slim and fit. The young child is ..... between 4 and 5 years old. ..... it is the first time he has tried to play this game. They are both wearing shorts and a T-shirt. ..... the man is the child's father as they look like a family having a fun time together. The boy in the background ..... the boy's brother.

Photo 1B
In this photo you have to guess the age of the person in the photo, as you cannot see their face.

Complete the sentences below, using words like 'maybe', 'possibly', 'could/might be' to show you are not sure.

The person playing the piano is ..... a teenager or a young woman. She ..... having a lesson or just practising on her own. ..... she is playing to an audience that we can't see in the picture.

2 Talking about a place/things you can see

Photo 1A *outside, in a park, trees in the background*
Photo 1B *inside, a house, concert hall, school, old, white piano*

3 Other

Describe what the person/people is/are wearing/holding, what you think they are doing and why you think this. Describe the weather.

Photo 1A
clothes: *colourful shorts and T-shirts & trainers, woman wearing sunglasses*
activity: *playing a ball game on a special piece of ground, could be sand or grass*
weather/season: *possibly summer as they are wearing T-shirts and shorts, dry and sunny*

Photo 1B
clothes: *blue and white patterned dress or blouse, bracelet, pink nail varnish*
activity: *playing the piano, reading music*
weather/season: *indoors, so hard to tell but not wearing winter clothes; so probably summer*

Part 3

Vocabulary related to activities that help you improve your health

rock climbing	walking the dog
swimming	going to the gym
cooking	playing basketball/a sport
dancing	

Saying why each activity is good/enjoyable

rock climbing: *outdoors, in fresh air, challenging, helps keep you fit, learn new skill*
swimming: *good exercise, makes you physically stronger and fitter*
cooking: *indoors, learn new skill, entertain friends, cook healthy food, learn about new food, use fresh ingredients*
dancing: *fun, relaxing, good exercise, enjoy the music*
walking the dog: *outdoors, in fresh air, beautiful scenery, visit places, chat with friends*
going to the gym: *get fit, meet new people, have a personal trainer, become stronger*
playing basketball/a sport: *exercise, make new friends, join a team, get fitter*

Saying which activities are enjoyable for a group to do and which ones are better to do on your own

all enjoyable in their own way, depends what people like to do.

basketball/playing a sport, rock climbing, dancing, walking the dog, can be more sociable for people to do together

swimming, cooking, going to the gym are not really activities that you can enjoy doing with a group of friends although you could do

Making a suggestion

Use the phrases below and say why an activity is suitable/unsuitable.

They could try ..... because ..... .
I think they should try ..... as ..... .
I don't think ..... is a good idea because ..... .

Reaching a final decision

At the end, you need to say why one idea is the best. Think of reasons why some of the activities which are suitable may not be the best.

Why some activities are not so good

rock climbing: *dangerous, only a few places you can do it, harder to do in a big group, some people might not be fit enough, need good weather*
swimming: *might be a bit boring in a pool, not really a group activity*
cooking: *can't do it as a group, have to be inside, can be expensive*
going to the gym: *thinking about what you are doing on your own, not a group/team activity*

Suggesting the best idea for an activity

Phrases

- I believe/think that... In my opinion... I'm sure that... I don't think it is true to say that ...
- I disagree with the idea .... I'm not sure that I agree with ...
- In my opinion, ... is the best/most suitable, as *e.g. not expensive or difficult, can do in all weather, plenty of space for* everyone, lots of fun

Part 4

It is important to give reasons for your answers and not just say 'yes' or 'no' or one-word answers, here.

Questions

Do you think children should be taught about healthy eating? (Why/Why not?)
Yes: *know what is good for them and what harmful / learn how to cook easy and healthy food*
No: *too young / parents responsible / cook and shop*

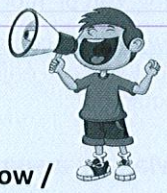
Do you do any sports in your free time?
Yes: *play in a team / with friends / go running / keeps me fit / enjoy / relax*
No: *too much homework / no free time / too tired*

Do you like eating fast food? (Why/Why not?)
Yes: *tasty / cheap / be with my friends / eat what they eat*
No: *unhealthy / doesn't taste good / fattening*

Do you think it is important for young people to learn how to cook? (Why/Why not?)
Yes: *learn about food / be independent / cook for friends and family / learn a new skill*
No: *parents should cook / learn when older / leave home*

What do you do in order to stay fit and healthy?
play sports / go for walks / eat healthy food / drink water/ sleep enough / relax / go to gym / swim

TEST 2



Part 2

Describing a photo: Getting ready for a show / Learning how to do something

1 Talking about a person / what someone looks like

Photo 1A - 1B
You need to describe what the people look like (face, body, hair) and any other details (e.g. condition, age, origin).

Look at pictures 1A and 1B. Circle the correct word in each word group, so that it describes the people you see.

Note A: The adjective *'beautiful'* is mostly used to describe a woman/girl/child and *'handsome'* is usually used to describe a man or boy. However, *'attractive'* can be used to describe anyone, of any age. Also, the verb *'be'* is used before all adjectives in the table below. It is not used for adjectives to describe hair length and type.
e.g. *She is young and has shoulder-length, straight hair.*
However, *'fair'* and *'dark'* can have *'be'* or the verb *'have'* before them. e.g. *She **has** fair hair. / She **is** fair.*

Now look at the table and circle the correct word in each group that describes the people in photo 1A and then do the same for photo 1B.

opinion	size	condition	age	origin
beautiful *attractive* *handsome*	*tall* *short* *fat* *thin* *slim*	*healthy* *fit*	*young* *teenage* *middle-aged* *elderly*	*European* *American* *African* *Asian*

Note B: We can use words like *'a bit'*, *'quite'* and *'very'* before some adjectives to make them **stronger** (*'very'*) or **not so strong** (*'a bit'*, *'quite'*).
'quite' can be used before all the adjectives in the table above, except for *'middle-aged'* & *'teenage'* and for adjectives that describe nationality/origin.
'a bit' is used before adjectives such as the following: *fat/thin, short/long* e.g. *He is a bit short.*
If we want to say politely that something isn't true, we can use ***'not very'*** instead of *'quite'*. e.g. *He isn't very attractive.*

Now complete the sentences below about one of the people in photo A.

She is / isn't very ..... (opinion).
She's quite ..... (how tall) and ..... (how big).
She's very ..... (condition) and ..... (age).
She is ..... (origin).

Now, using the same word order of adjectives in the table, rewrite the sentence pairs below, so they are correct.

1. **a.** She is a/an healthy / attractive / European woman.
   .....
   b. She is a/an young / short / attractive girl.
   .....

2. **a.** She has black / straight / long hair.
   .....
   b. She has healthy / nice / long hair.
   .....

Note C: English sounds better when you do not use *'he/she'*, *'it'* is again and again. It is better to use these pronouns once, followed by different adjectives.
Do not use more than three adjectives together, as this will not sound natural.

2 Talking about a place/things you can see

Photo 1A
Indoors: *stage, theatre, curtains, lights, child, teacher/mother*

Photo 1B
indoors: *classroom, big table, art equipment, pictures on wall, lots of people, students, teacher, bookcase*

3 Other

Here you can describe what you think the person is doing and why. You can also say where you think they are.

Use the following: *It's clear to me that... / Clearly they are + activity because/as +* reason

If you're not sure what the person is doing/why they are doing it and where they are, you can use the following phrases:
I'm not sure why they are + activity because ...
I'm not sure where they are because ...

Giving more details: *They might be + activity that's why ...*
They could be in/at a ...

Photo 1A
- *It's clear to me they are on a stage as .....*
- *costumes, crown on her head, curtains, lights*
- *feeling excited, nervous*

Photo 1B
- *They seem to be / They are in an art class/youth club.*
- *might be working on a class project*
- *teacher & school children not wearing uniforms / having fun, enjoying the activity*

Part 3

Vocabulary for different things to do in the city

going to the cinema	watching a play at the theatre
visiting a zoo	shopping at a shopping centre
being at an art gallery	eating at a restaurant
visiting a museum	

Making a suggestion:
What do you think about ...? (activity)
How about going to a/the ...? (activity)
I think going to a/the ... (activity) would be a good idea. What do you think?

Saying why you think an activity is a good idea

cinema: *can choose from different films, most people like watching films, you can relax, not too expensive, indoors, no problem if bad weather*
zoo: *can see lots of different animals you don't normally see, so can learn about animals and their behaviour*
art gallery: *can learn about different artists/art, indoors so no problem if bad weather*
museum: *interesting things to look at, educational*
theatre: *can watch an interesting play, relax indoors, no problem if weather bad*
shopping centre: *no problem if weather bad, buy new clothes, buy presents and souvenirs*
restaurant: *you can relax, have a chat, eat good food, have a drink*

Saying why you think an activity isn't a good idea

cinema: *have to pay for ticket, can watch films at home for free, films may not be suitable for children/students*
zoo: *large part of zoo outdoors, problem if bad weather, not everyone likes idea of zoos, animals not free*
art gallery: *not interesting for all young people, not everyone interested in art*
museum: *museum tickets can be expensive, might be boring for young people*
theatre: *tickets very expensive, not everyone likes theatre, plays can be quite long, difficult for children/young people to sit still if they don't like the play*
shopping centre: *people can go shopping wherever they live, so boring, not something different or special*
restaurant: *not interesting for young people, expensive, prefer fast food/pizza etc.*

Saying which you think is the best idea
In my opinion / I think going to the ... is the best idea, as it is not as expensive as some of other ideas e.g. theatre. Doesn't matter if weather not good, as indoors ...

Asking someone's opinion
What do you think about going to the cinema?
How about going to the cinema?
Why don't we go to the cinema?

Part 4

It is important to give reasons for your answers and not just 'yes' or 'no' or one-word answers, here.

Questions

Do you think tourism is important in cities?
Yes: *spend money, help local businesses, make a place famous, people learn about places, creates jobs.*
No: *damage for historic buildings, pollution, too crowded, cities already have people living there, change local life*

Do you enjoy city life or would you rather live in the countryside?
city: *lots to do, interesting, all facilities, meet people, jobs, shops, schools and hospitals, good public transport*
countryside: *peaceful, safe, quiet and clean, no stress, friendly, cheaper to live*

When you visit a place do you go sightseeing? (Why/Why not?)
Yes: *interesting, new places to see, beautiful/historic/traditional buildings, get to know a place, art and culture, educational*
No: *boring, tiring, expensive for entrance tickets, crowded*

What kind of entertainment can you enjoy in a city?
theatre, cinema, restaurants/cafes/bars, fairground/theme park, zoo, museums & art galleries, visiting famous buildings, concerts

Which city would you like to visit if you could? (Why?)
New York: *shopping, restaurants, theatre, celebrities, famous buildings, sightseeing, museums & art galleries, Central Park, Empire State Building, Statue of Liberty*

TEST 3

Part 2

Describing a photo: Relaxing/Travelling

1 Talking about a person / what someone looks like

Photo 1A
Sometimes the people in a picture are far away or you cannot see them very well. Then you can talk about them generally, instead of in detail. You can say how many people they are and what they are wearing. They might be a family, group of friends.
e.g. summer clothes, swimming costume, shorts, T-shirt

Photo 1B
woman on plane, can't see who is sitting next to her, relative/friend/stranger - maybe Asian, in her twenties or possibly younger, long, straight brown hair, dark skin, smiley face

2 Talking about a place / things you can see

Photo 1A: *on holiday, around the pool, sun beds, umbrellas, comfortable chairs, large, wooden table, cushions, green grass/lawn, wooden floor/decking, tropical trees/plants, great place to relax*

Photo 1B: *passenger on a plane, window seat, reading magazine/book*

3 Other

Describe what the person is / people are wearing/holding.
What you think they are doing and why you think this.
Describe the weather.

Photo 1A

Everyone relaxing by or in the pool. Must be warm, everyone wearing clothes for summer. Two people in pool/probably children/playing. Foreground, sofas and table, bag, shoes, towels, books etc

Photo 1B

Not much space to move, sitting close to another passenger, can't see rest of plane or what's happening. Maybe feeling excited, nervous, frightened of flying; she looks calm and happy; uncomfortable seat, small window, not much leg room

Phrases for when you can't see much of the environment the person is in.

It's hard to see/tell ..... I can only see.....

The photo is a close-up ..... (A close-up is a picture taken close to the subject so you can't see much of the place around them.)

I would guess that ..... It's impossible to say .....
I would expect this to be in ..... because ..... .

Part 3

Vocabulary for different facilities for young people

cinema	basketball court	internet/games cafe
park	disco/club	
library	swimming pool	

Saying why a facility is a good idea

cinema: *relax for 2 hours watching a film, forget about real life, watch something fun/interesting, indoors, so no problem if weather bad*
park: *out in fresh air, play ball games, ride a bike, run around, walk the dog, play in the playground, go on the swings/slide, sail a toy/model boat, lake/pond*
library: *study quietly, do homework/revision, borrow books for free, peace and quiet, relaxing, calming, pleasant room to be in*
basketball court: *fun way to exercise, make friends, join a team, learn a new sport, free*
disco/club: *listen to music, meet new people, do something active, have fun, indoors so no problem if weather bad*
swimming pool: *healthy, keeps you fit, enjoy fresh air (if outdoor pool)*
internet/games cafe: *useful for studying/doing research, keep someone amused/entertained, play games with friends*

Saying why a facility is not a good idea

cinema: *difficult to choose film everyone likes, cinema tickets expensive, less expensive to download, or streaming on Netflix, or buy a DVD and watch it at home, or could watch free films on internet*
park: *need good weather, parents need to be with younger children, may have accident/get hurt*
library: *boring, need to relax more, too much studying, study at home/school, easier to use internet and not books*
basketball court: *not everyone likes basketball, boring on your own, only a few people play at a time*
disco/club: *drinks are expensive, some people don't like bars/drinking, can be boring if not with group of friends, not everyone likes dancing/listening to loud music, entry to clubs can be very expensive*
swimming pool: *not possible if weather bad, can get boring swimming up and down pool, not everyone likes swimming*
internet/games cafe: *spend too much time on computers, bad for eyes/health, not very sociable, not out in fresh air/getting exercise*

Making suggestions

In my opinion they should ... (facility)
I think it would be a great idea to ... (facility)
I strongly believe that.....

Saying which you think is the best/most useful idea

I think the best idea would be to provide .....
It would be (really/very/extremely) useful to have .....
I would definitely provide .....
It would be good for young people if .....

Asking if someone agrees

Do you think ... is the best idea?
Do you agree that ... is the best idea?
Don't you think it would be better .....
That's a great idea/suggestion, isn't it?

Part 4

Questions

Do you think it is good for children to spend a lot of time using computers? (Why/Why not?)

Yes: *natural for children now, good to use technology and have IT skills. Need computers for studying, cheaper/easier than buying/using books, find information about everything*
No: *bad for health, eyes, headache, not learning social skills, having a chat or proper conversation, too much time alone, can be dangerous, don't always know who they're talking to.*

How important is it for young people to spend time with their friends?

very important, necessary, share problems, learn social skills, talk to people their own age, same problems and interests, no generation gap, good if only child, love hanging out with friends at home, after school/at weekends, listening to music, playing computer games, chatting, watching TV

How has the way you spend your free time changed over the years?

study more now, exams, less free time, make the most of it, spend time with friends, have more money/freedom, stay out later, go further, don't need parents so much, play more sport, listen to music, go for fast food, a coffee or soft drink

Do you think it is easier to relax on your own, or with other people? (Why?)

depends on mood – sometimes want to be alone, listen to music, read a book, play on computer, use the internet. Sometimes want company, have a chat, have a laugh, tell jokes, play sport, walk with friends. Sometimes have to stay home and can't meet up with friends, prefer my own company at home, or being with family, better to meet friends outside home, more to do in town/city, not many activities to do at home, friends would get bored

How is spending free time with family different from spending it with friends?

Family: *don't talk about same things, do family activities, have a meal, go on a day-trip, visit relatives, be on best behaviour, parents pay for everything / drive you to places*
Friends: *play games, chat about other friends/teachers/problems with parents etc. don't have to be serious or sensible at all*

TEST 4

Part 2

Describing a photo: Helping out / Working together

1 Talking about a person / what someone looks like

Appearance: what someone looks like

Useful Vocabulary

of average/medium height	long/round/oval face
slim	spots on skin (freckles)
skinny	lines on face (wrinkles)
fat	curly/straight/long/short hair
overweight	

Photo 1A

Two people, a man and a woman

woman: *in her twenties, tall and slim, long, straight, blond hair, European/American*
clothes: *blue jeans, blue and white striped pullover*
man: *sixties or seventies, tall and slim, bald, white*
clothes: *blue jeans, blue and white checked shirt*

Photo 1B

Four children, 3 girls and a boy

boy: *about 12 years old, short, brown hair, generally very clean and tidy looking*
Girl on left: *about 12/13 years old (hard to see, as hand on face) long, straight brown/fair hair*
girl in the middle: *younger, maybe about 7 years old. Straight brown/fair hair*
girl on the right: *about 7 years old, straight, blond hair*
All children are European or American looking.
clothes: *tidy, clean and casual. Brightly coloured tops, short-sleeved, long-sleeved, striped, plain*

2 Talking about a place/things you can see

Photo 1A: *city/town, possibly centre, large wide street and pavement, plants and trees in background, maybe a park. People walking in background, can't see any details. Man being helped to walk by girl, using a walking frame. Girl holding his arm. Trying to get somewhere, maybe just having a walk or maybe have an appointment. Maybe spring or autumn from their clothes.*

Photo 1B: *not clear where group is, possibly in a classroom, three of them holding pens/pencil. Piece of paper with writing, maybe doing a quiz, project, exercise in a lesson or homework /project. Making decisions, finding the answers, solving a problem. Probably summer from their clothes.*

Part 3

Vocabulary for starting an environmental activity club

gardening	cleaning the beach
cycling	recycling
planting trees	cleaning the park

Useful Phrases

Expressing an opinion
I am of the opinion that .....
Personally, I support the idea / I think .....
I definitely think it would be better to .....
I believe the most important thing is .....
I'm strongly in favour of .....

Agreeing
You've got a / That's a good point .....
Yes, that sounds fine/fantastic .....
I absolutely agree .....
I'm in favour of .....
That sounds like a wonderful idea to me.

Disagreeing
I really don't think that is true/a good idea.
I'm totally against the idea that .....
I can't support that idea/opinion/suggestion at all because .....

Saying why you think an activity is a good/useful idea

gardening: *grow food/fruit and vegetables, plant flowers to help insects/bees, make an area look nicer, reduce food miles (how far food has travelled from where it was grown/ produced to the person who has bought it)*
cycling: *no pollution, cheap, anyone can afford it, healthy way to travel, no noise, can cycle almost anywhere, children can cycle too, no parking problems, not bad for pollution, traffic jam, smoky fog (smog)*
planting trees: *replacing cut down trees, creating cleaner air, helping wildlife/birds/insects/animals, better environment for future generations, global warming, greenhouse effect*
cleaning the beach: *protecting the environment on the beach and in the sea, safer beaches and water, protecting sea life, clean-up campaign, stop oil spillages*
recycling: *reducing pollution, reusing plastic, glass, paper, metal, etc. Careful disposal of rubbish/waste*
cleaning the park: *safer for people to use especially children & animals, no litter/rubbish, use rubbish bins, don't drop litter, educate people*

Saying why you think an activity is not useful/a good idea

gardening: *not interesting enough for young people, takes too long for things to grow, no quick results, quite hard work physically*
cycling: *not easy in big cities, no cycle paths in some areas, sometimes not safe, not good in bad weather, many young people don't own a bike – can be expensive*
planting trees: *very hard work physically, can't plant trees everywhere, expensive to buy each tree, need to be looked after once planted*
cleaning the beach: *need good weather, may not be close to the beach so need transport, need a way to carry the rubbish away, might need protective clothing, some rubbish harmful*
recycling: *not something you do as a group, do it at home on your own or with family, not very interesting, recycled things need to be taken away to the correct place*
cleaning the park: *not nice in bad weather, some rubbish dangerous/dirty, need a place to put the rubbish, not enjoyable for young people to do regularly*

Saying which you think is the best idea
In my opinion / I think cleaning the beach is the best idea as young people like being on the beach and .....
Also it's really important to .....

Asking if someone agrees
Do you agree that ..... is the best idea?
What do you think about young people doing .....?
Do you think that ..... is unsuitable for young people to do?

Part 4

It is important to give reasons for your answers and not just 'yes' or 'no' or one-word answers, here.

Questions

Are you a member of any club?
local drama/youth/sports/art club, learn new skills, practise activities, share common interests with people, make new friends, have fun together

Do you do anything to protect the environment? (Why/Why not?)
Yes: *recycle, use public transport, carefully throwing out of litter/waste, walk/cycle to school, not waste water/food.*

No: *not thought about it much, parents do some things, too busy studying, not old enough to worry about it, don't think it's a big problem*

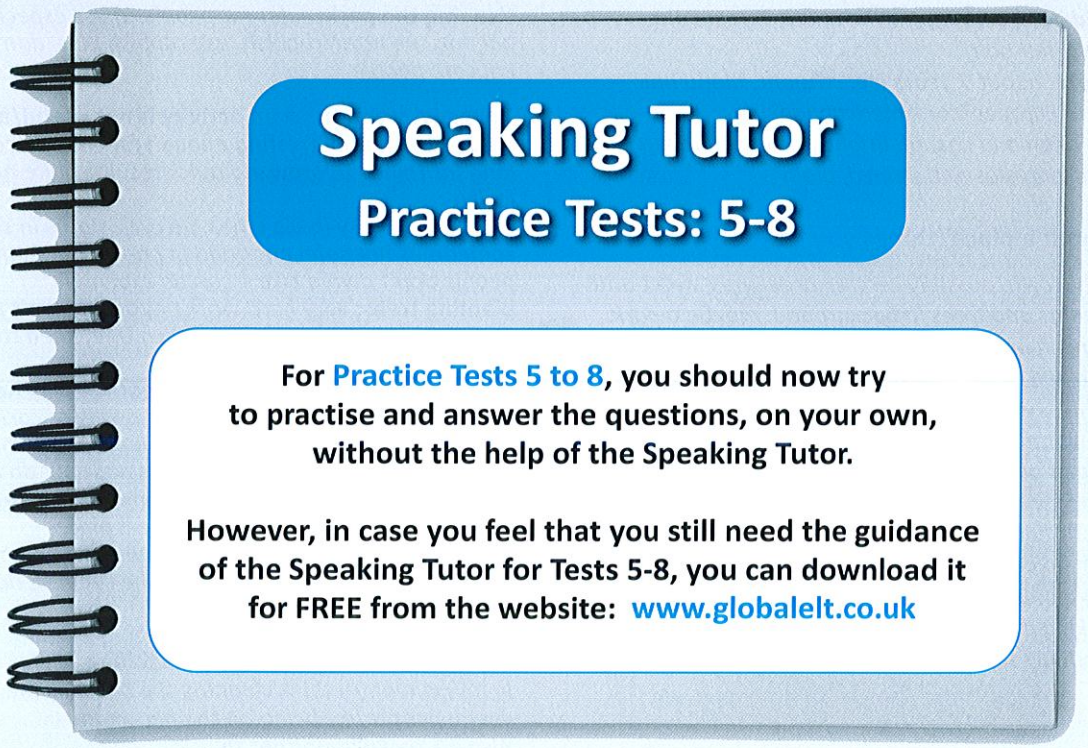
Do you think we should all be doing more environmental activities? (Why?)
Yes: *Everyone can help/is responsible. Governments can't do everything. Save world for future generations. Everyday little changes make a difference.*

No: *Governments need to do everything. Too late to save the world. I don't do anything to harm the environment anyway.*

What do you think is the biggest environmental problem nowadays? (Why?)
Transport causing air, sea, land pollution and noise pollution. Rubbish in sea/rivers, land is killing wildlife and plant life.

Do you think children learn enough about the environment at school? (Why/Why not?)
Yes: *more aware than ever before, information from governments/school/media, children growing up with the threat of global warming – want to do something about it*

No: *There is a need to be educated from very young age. Schools and parents need to teach them. It should become second nature for them to protect the environment. They are the next world leaders, scientists, environmentalists etc.*



Paper 4 Speaking

Part 1 (2-3 minutes)

Phase 1

Interlocutor

To both candidates	Good morning/afternoon/evening. Can I have your mark sheets, please?
	I'm ..... and this is ..... .
To Candidate A	What's your name? How old are you? Thank you.
To Candidate B	And what's your name? How old are you? Thank you.

	Back-up prompts
B, where do you live?	Do you live in *name of town, city* or *region*?
Who do you live with?	Do you live with your family?
Thank you.	
And **A,** where do you live?	Do you live in *name of town, city* or *region*?
Who do you live with?	Do you live with your family?
Thank you.	

Phase 2

Interlocutor

Select one or more questions from the list to ask each candidate.
*Ask **Candidate A** first.*

	Back-up prompts
How do you get to school every day?	Do you walk/take the bus? Why/Why not?
Who is your favourite teacher?	Do you have a favourite teacher?
What do you do in your free time?	Do you have any hobbies?
How often do you use a mobile phone?	Do you use your mobile phone every day?
What do you usually have for breakfast?	Do you have anything for breakfast?
Where did you go for your last holiday?	Did you go anywhere nice for your last holiday?
Do you think you will continue your studies at university in the future?	Will you study at college/university?
Tell us about your neighbourhood.	What is your neighbourhood like?
Thank you.	

Test 1

Part 2 (2-3 minutes)

1A Playing sport

Interlocutor Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **people playing sport together**.

B, you just listen.
A, please tell us what you can see in the photograph.

Candidate A .....
(approx. 1 minute)

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you.

1B Practising a skill

Interlocutor **B**, here is your photograph. It shows **someone practising a skill**.

A, you just listen.
B, please tell us what you can see in the photograph.

Candidate B .....
(approx. 1 minute)

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you.

1A

1B

Improving your health

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

A group of friends have decided that they want to improve their health and fitness.

Here are some things that they could do.

Talk together about the different activities they could do and say which would be most enjoyable.

All right? Now, talk together.

Candidates .....
(approx. 2-3 minutes)

Interlocutor Thank you.

Part 4

Interlocutor *Use the following questions, as appropriate:*

- **Do you think children should be taught about healthy eating? (Why/Why not?)**
- **Do you do any sports in your free time?**
- **Do you like eating fast food? (Why/Why not?)**
- **Do you think it is important for young people to learn how to cook? (Why/Why not?)**
- **What do you do in order to stay fit and healthy?**

Select any of the following prompts, as appropriate:

- **How/What about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

Improving your health

Test 2

Part 1 (2-3 minutes)

Phase 1 For phase 1 questions, see Test 1.

Phase 2

Interlocutor

	Back-up prompts
How do you relax during your free time?	(Do you do anything in your free time?)
Tell me about something you are proud of.	(Have you done anything that made you feel proud?)
Where did you last go on holiday?	(Tell us about your last holiday.)
When was the last time you celebrated something with friends?	(Have you celebrated a special occasion with friends recently?)
Do you live in a house or a flat?	(Tell us about your house.)
What did you do last night?	(Did you do anything interesting last night?)
How long have you been learning English?	(Have you been learning English for a long time?)
Do you often go out with your friends?	(Where do you usually go with your friends?)

Thank you.

Part 2 (2-3 minutes)

1A Getting ready for a show

Interlocutor Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **someone getting ready for a show**.

B, you just listen.
A, please tell us what you can see in the photograph.

Candidate A .....
(approx. 1 minute)

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you.

1B Learning how to do something

Interlocutor **B**, here is your photograph. It shows **people learning how to do something**.

A, you just listen.
B, please tell us what you can see in the photograph.

Candidate B .....
(approx. 1 minute)

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you.

1A

1B

A day in the city

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

A foreign pen-friend of yours is coming to visit you and you want to show him around the city.

Here are some things that you could do.

Talk together about the different activities you could do and say which would be most enjoyable.

All right? Now, talk together.

Candidates .....
(approx. 2-3 minutes)

Interlocutor Thank you.

Part 4

Interlocutor *Use the following questions, as appropriate:*

- **Do you think tourism is important in cities? (Why/Why not?)**
- **Do you enjoy city life or would you rather live in the countryside?**
- **When you visit a place do you go sightseeing? (Why/Why not?)**
- **What kind of entertainment can you enjoy in a city?**
- **Which city would you like to visit if you could? (Why?)**

Select any of the following prompts, as appropriate:

- **How/What about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

A day in the city

Test 3

Part 2 (2-3 minutes)

1A Relaxing

Interlocutor Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **people relaxing**.

B, you just listen.
A, please tell us what you can see in the photograph.

Candidate A .....
(approx. 1 minute)

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you.

1B Travelling

Interlocutor **B**, here is your photograph. It shows **someone travelling**.

A, you just listen.
B, please tell us what you can see in the photograph.

Candidate B .....
(approx. 1 minute)

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you.

1A

1B

Facilities for young people

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

Your town wants to improve the facilities it offers for young people.

Here are some things that the town could do.

Talk together about the different facilities your town could offer and say which would be most useful.

All right? Now, talk together.

Candidates .....
(approx. 2-3 minutes)

Interlocutor Thank you.

Part 4

Interlocutor *Use the following questions, as appropriate:*

- **Do you think it is good for children to spend a lot of time using computers? (Why/Why not?)**
- **How important is it for young people to spend time with their friends?**
- **How has the way you spend your free time changed over the years?**
- **Do you think it is easier to relax on your own or with other people? (Why?)**
- **How is spending free time with family different from spending it with friends?**

Select any of the following prompts, as appropriate:

- **How/What about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

Facilities for young people

Test 4

Part 2 (2-3 minutes)

1A Helping out

Interlocutor Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **someone helping out**.

B, you just listen.
A, please tell us what you can see in the photograph.

Candidate A .....
(approx. 1 minute)

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you.

1B Working together

Interlocutor **B**, here is your photograph. It shows **people working together**.

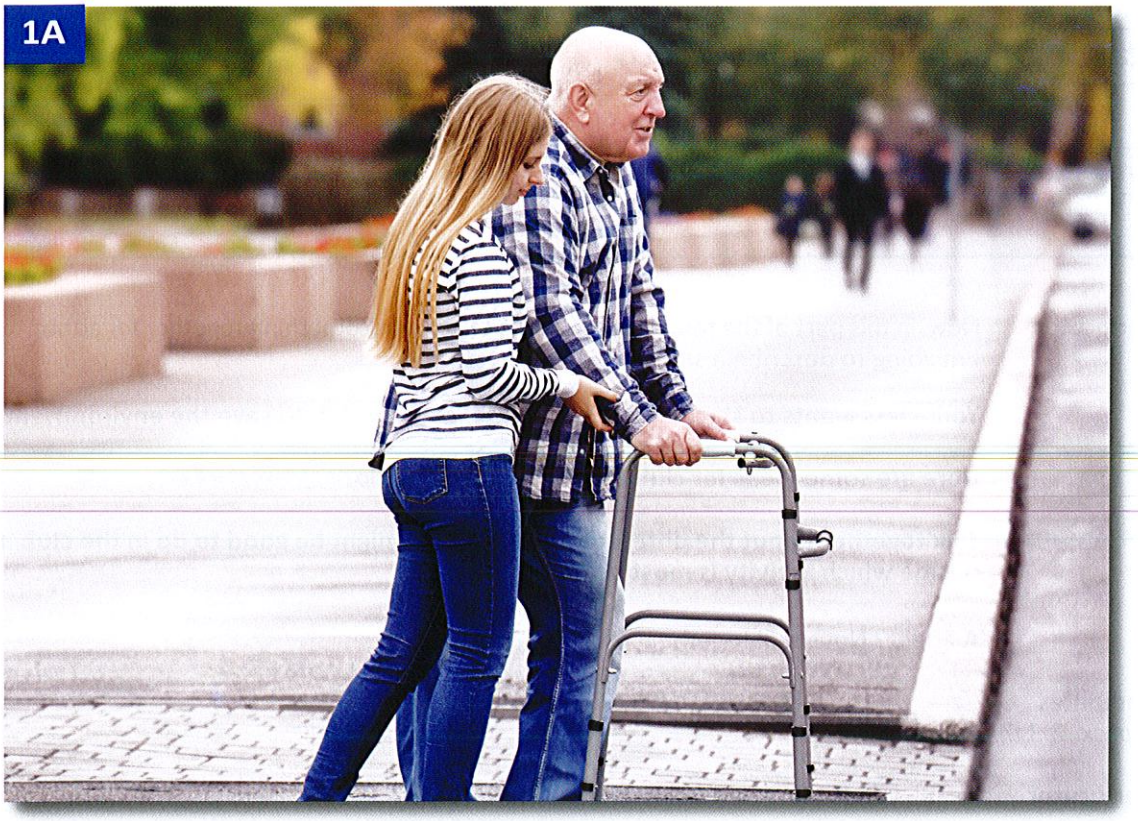
A, you just listen.
B, please tell us what you can see in the photograph.

Candidate B .....
(approx. 1 minute)

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you.

1A



1B

Starting an environmental club

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

Your class wants to start an environmental activity club to save the environment.

Here are some ideas for club activities you could do.

Talk together about the different activities that might be good to do in the club and decide which activity is most useful.

All right? Now, talk together.

Candidates .....
(approx. 2-3 minutes)

Interlocutor Thank you.

Part 4

Interlocutor *Use the following questions, as appropriate:*

- **Are you a member of any club?**
- **Do you do anything to protect the environment? (Why/Why not?)**
- **Do you think we should all be doing more environmental activities? (Why?)**
- **What do you think is the biggest environmental problem nowadays? (Why?)**
- **Do you think children learn enough about the environment at school? (Why/Why not?)**

Select any of the following prompts, as appropriate:

- **How/What about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

Starting an environmental club

Test 5

Part 2 (2-3 minutes)

1A Making travel arrangements

Interlocutor Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **someone making travel arrangements**.

B, you just listen.
A, please tell us what you can see in the photograph.

Candidate A .....
(approx. 1 minute)

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you.

1B Training

Interlocutor **B**, here is your photograph. It shows **someone training**.

A, you just listen.
B, please tell us what you can see in the photograph.

Candidate B .....
(approx. 1 minute)

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you.

1A

1B

Part-time summer jobs

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

Your friend wants to buy a new laptop and they want to get a part-time summer job to save some money.

Here are some things that he/she could do.

Talk together about the different jobs he/she could do and say which would be most suitable.

All right? Now, talk together.

Candidates .....
(approx. 2-3 minutes)

Interlocutor Thank you.

Part 4

Interlocutor *Use the following questions, as appropriate:*

- **Do you think it's a good idea for students to get a summer job? (Why/Why not?)**
- **Would you like to be your own boss one day? (Why/Why not?)**
- **What would you like to do in ten years from today?**
- **Do you think it's better to work in a team or alone? (Why?)**
- **Would you rather work outside or indoors? (Why?)**

Select any of the following prompts, as appropriate:

- **How/What about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

Part-time summer jobs

Test 6

Part 2 (2-3 minutes)

1A Spending time outdoors

Interlocutor Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **people spending time outdoors**.

B, you just listen.
A, please tell us what you can see in the photograph.

Candidate A .....
(approx. 1 minute)

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you.

1B On holiday

Interlocutor **B**, here is your photograph. It shows **some people on holiday**.

A, you just listen.
B, please tell us what you can see in the photograph.

Candidate B .....
(approx. 1 minute)

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you.

1A

1B

A trip to London

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

Your class is going to London and has to choose what to do while you are there.

Here are some ideas of what activities you could do.

Talk together about the different things you can do and decide which is the most interesting thing to do on your London trip.

All right? Now, talk together.

Candidates .....
(approx. 2-3 minutes)

Interlocutor Thank you.

Part 4

Interlocutor *Use the following questions, as appropriate:*

- **Do you like visiting new places? (Why/Why not?)**
- **What is the most interesting place you have visited?**
- **Would you rather go on a cruise or a road trip? (Why?)**
- **What can you learn by travelling to new places?**
- **Do you like travelling by train? (Why/Why not?)**

Select any of the following prompts, as appropriate:

- **How/What about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

A trip to London

Test 7

Part 2 (2-3 minutes)

1A Enjoying the warm weather

Interlocutor Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **people enjoying the warm weather**.

B, you just listen.
A, please tell us what you can see in the photograph.

Candidate A .....
(approx. 1 minute)

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you.

1B Celebrating

Interlocutor **B**, here is your photograph. It shows **people celebrating**.

A, you just listen.
B, please tell us what you can see in the photograph.

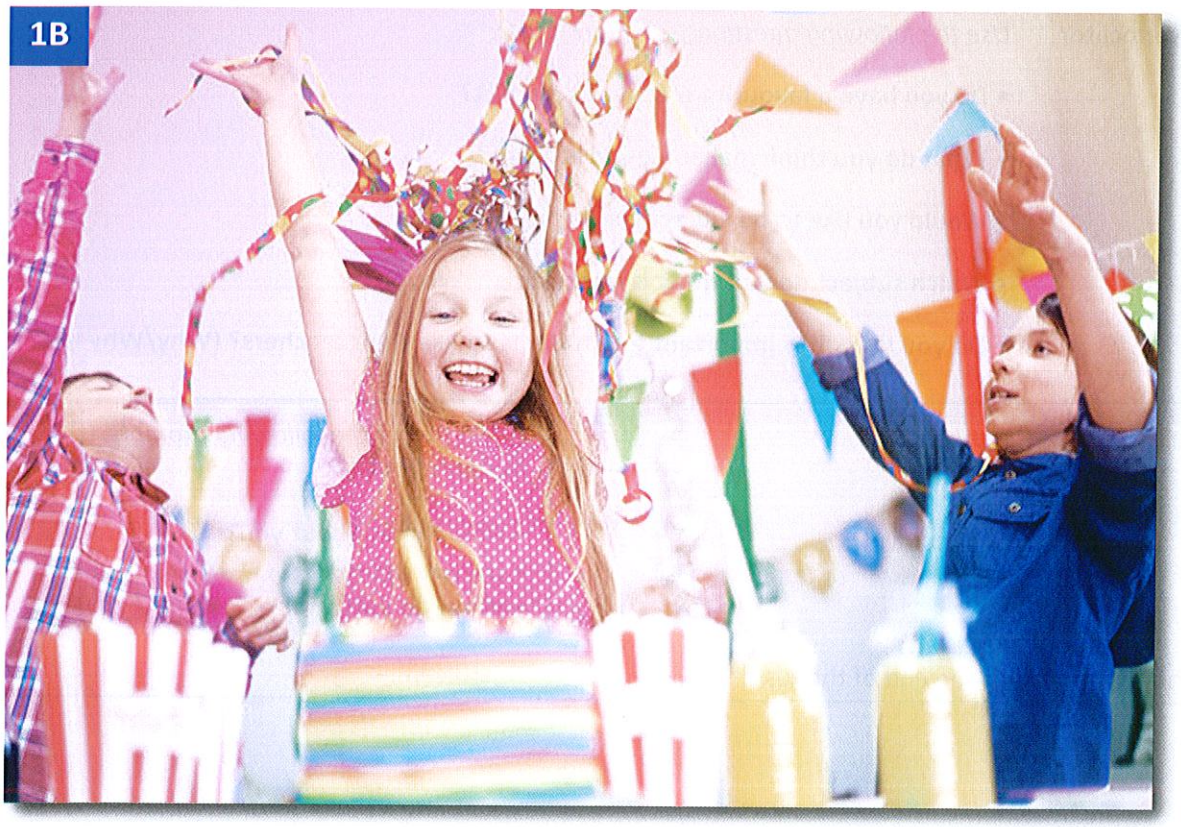
Candidate B .....
(approx. 1 minute)

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you.

1A

1B



Buying a present for a teacher

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

Your class wants to give a present to your English teacher who is leaving.

Here are some ideas for presents you could buy him/her.

Talk together about the different presents that you could buy and decide which is the best present for your teacher.

All right? Now, talk together.

Candidates .....
(approx. 2-3 minutes)

Interlocutor Thank you.

Part 4

Interlocutor *Use the following questions, as appropriate:*

- **Do you have a favourite teacher? Who is it?**
- **What do you think makes a good teacher?**
- **Would you like to be a teacher? (Why/Why not?)**
- **Which subject do you think is interesting? (Why?)**
- **Do you think it is important for students to like their teachers? (Why/Why not?)**

Select any of the following prompts, as appropriate:

- **How/What about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

Buying a present for a teacher

Test 8

Part 2 (2-3 minutes)

1A Spending time with friends

Interlocutor Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **someone spending time with his friends**.

B, you just listen.
A, please tell us what you can see in the photograph.

Candidate A .....
(approx. 1 minute)

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you.

1B Having fun as a family

Interlocutor **B**, here is your photograph. It shows **people having fun as a family**.

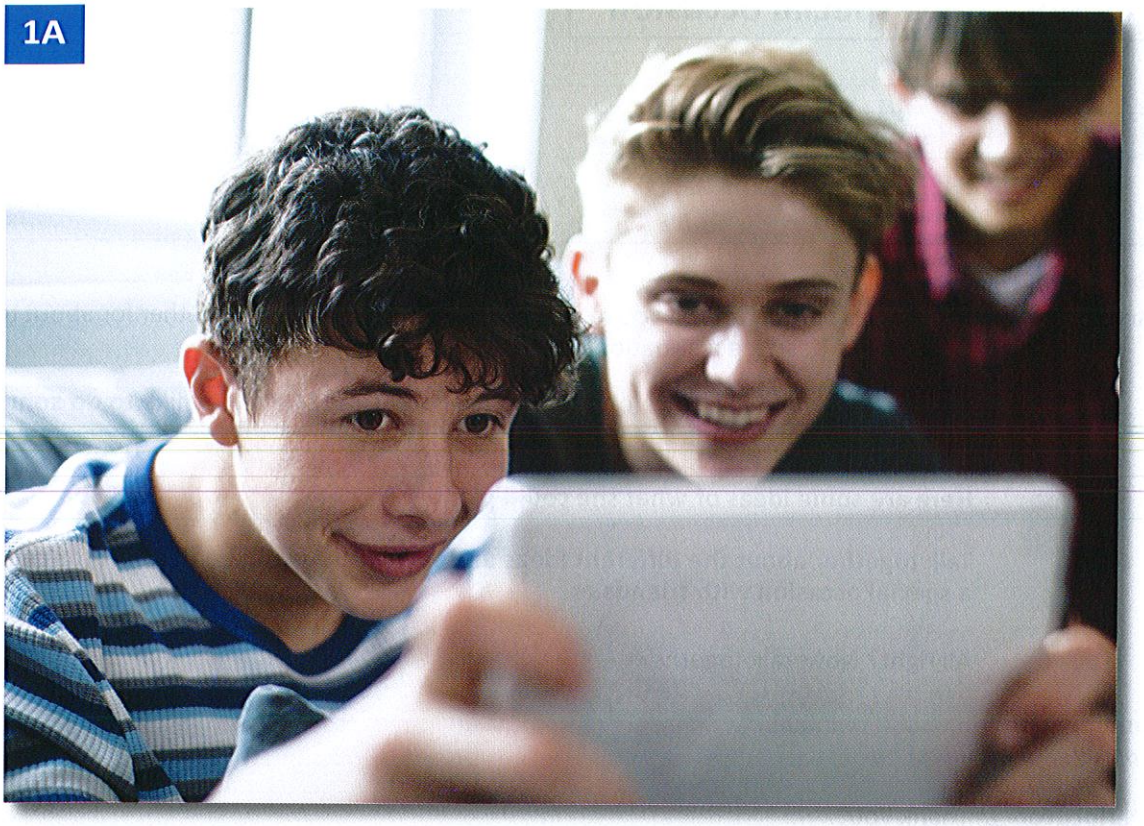
A, you just listen.
B, please tell us what you can see in the photograph.

Candidate B .....
(approx. 1 minute)

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you.

1A



1B

Celebrating a special occasion

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

Your friend would like to celebrate a special occasion. She would like to do something that she and her friends can all do together.

Here are some ideas of what she could plan.

Talk together about the different ideas and say which would be the best for celebrating a special occasion with friends.

All right? Now, talk together.

Candidates .....
(approx. 2-3 minutes)

Interlocutor Thank you.

Part 4

Interlocutor *Use the following questions, as appropriate:*

- **Do you like celebrating special occasions? (Why?)**
- **Who do you like to celebrate special occasions with? (Why?)**
- **What food do you like to eat when you celebrate?**
- **Which occasion is the most important to you? (Why?)**
- **How do you usually celebrate your birthday?**

Select any of the following prompts, as appropriate:

- **How/What about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

Celebrating a special occasion